

# BEDFORD HIGH SCHOOL



## 2024-2025 PROGRAM OF STUDIES

### Information for Students and Parents

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Assistant Principal

**William Six**  
Assistant Principal

*Approved by:*

**THE BEDFORD BOARD OF EDUCATION**

Date

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## PURPOSE OF THIS BOOKLET

This booklet is prepared to assist students and parents in selecting an appropriate course of study from the various subjects offered at the secondary school level. The school principals and counselors are prepared to advise all students in choosing an educational program best suited to their needs, interests, and abilities.

Course descriptions and subject offerings at the different grade levels are listed and a special outline sheet is included in order that an organized four-year program can be developed for the individual student.

### SCHOOL COUNSELOR ASSIGNMENTS

Parents are encouraged to contact school counselors either by telephone or in person if they wish further information or assistance concerning their child, be it personal matters or scheduling matters. School counseling responsibilities are divided by grade, as listed below. All counselors can be reached during the school day. Telephone numbers are listed below.

#### HESKETT MIDDLE SCHOOL

**PHONE: 440-439-4472**

<b>Counselor</b>	<b>Grades 6-8</b>
Ms. Hogue	6
Mr. Greer	7
Ms. Duniho	8

#### BEDFORD HIGH SCHOOL

**PHONE: 440-439-4848**

#### **School Counselor Grades 9 -12**

Mr. Christopher Petitti (A-D)  
Mrs. Tanesha Paul (E-J)  
Mrs. Tameka Pollard (K-Q)  
Ms. Dezerae Terrell (R-Z)  
Mr. Doug Dressman (College & Career)  
Mr. Scott Kronstain - Excel Academy

Opportunities are made available to all students to participate in all educational programs and activities regardless of race, national origin or disability.

The Bedford Board of Education, in compliance with the Title IX/Section 504 regulations, will not discriminate on the basis of gender, race, color, religion, age, disability or national origin in education programs and activities OR in employment practices. The Bedford Board of Education also provides equal access to the Boy Scouts and other designated youth groups. Inquiries concerning the application of the Title IX/Section 504 regulations may be referred to the district's Title IX/Section 504 coordinator, Samuel Vawters, at 475 Northfield Road, Bedford, OH 44146.

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## BEDFORD CITY SCHOOLS BEDFORD, OHIO

Heskett Middle School and Bedford High School are chartered by the State Department of Education. The High School is also accredited by the North Central Association of Secondary Schools and Colleges.

### REGISTRATION PROCEDURE

If a student is new or returning to the Bedford Schools, the following procedure should be followed:

1. Notarized residency affidavit  
    PLUS the following:
2. Proof of residency;
3. Child's birth certificate;
4. Child's Social Security card;
5. Immunization records (and the 2nd MMR shots and meningococcal meningitis for 7th and 8th graders);
6. Proof of legal guardianship or custody, if applicable;
7. School records, including official transcripts, if applicable;
8. Current Individualized Education Plan (IEP) for Special Education students when applicable.

These forms can be uploaded on our district website at <https://www.bedford.k12.oh.us/Page/1315> or call 440-439-4395 for additional support.

### COURSE REQUESTING

The underclassmen Course Requesting period will occur each school year in the beginning of the second semester. These requests should be made after careful consideration and with recommendations from teachers, guidance counselors, case managers, parents, and administration.

### PLANNING AN APPROPRIATE PROGRAM OF STUDY

Before selecting one or more of the following programs of study, all students are urged to discuss their interests and goals with their parents. A counselor is available, should assistance be requested.

1. All students must enroll in **a minimum of 5.25 credits or more each year.**
2. The College Preparatory/Technical Preparatory program is designed for those who wish to go on to a college, university, or business/ technical school for specialized training in one or more specific fields. The catalog of the universities or schools of the student's choice should be consulted for specific requirements for admission.
3. The Cultural Arts program of study includes Fine Arts and Music. Students who have a special interest in either or both of these fields and a desire to make a career of art or music after graduation from high school and/or college should consider this program of study.
4. Career & Technical Education courses are for those students seeking a career objective in a specialized field or skilled area. It affords students the opportunity to gain entry-level skills and experience to enter into a selected career.

### PERSONAL ELECTRONIC DEVICES

The Bedford City School District permits students to use their personal electronic devices (including, but not limited to iPods, iPads, laptops, smart phones, and tablets) at school under the supervision of a teacher or other official school staff member. Certain areas may be designated for personal device use.

A "Student Device Permission/Responsibility Acknowledgement", signed by the student and parent, must be on file. Students granted permission must log in daily and agree to abide by all terms and

conditions outlined in the Bedford City School District's Acceptable Use Policy. Anyone who fails to abide by the terms and conditions will be subject to disciplinary action.

*Note: the Bedford City School District is NOT RESPONSIBLE for personal devices that are lost, stolen, or damaged.*

## **COMMUNITY SERVICE**

Students who complete 40 hours of community service will earn a local graduation seal.

Community Service work for the Graduation Seal shall be voluntary with no payment rendered for service and must be completed outside of normal school hours (except for school approved activities). Service credit will only be accepted from non-profit organizations and/or for elderly or disabled individuals that are not capable of performing the work themselves.

In order to receive the Community Service Local Graduation Seal, students who transfer from outside districts are expected to complete 10 hours of community service for every year they are enrolled for 3 quarters or more. (Example: Student "A" transfers to BHS in December of their Sophomore year is required to complete 20 hours for graduation. Student "B" transfers to BHS in September of their Sophomore year is required to complete 30 hours for graduation.) Please see your school counselor for more details.

***Students who complete a minimum of 20 hours beyond the local seal required 40 hours (for a total of 60 hours) will earn an Exemplary Community Service cord to be worn at graduation.***

*Students should turn in hours via online by logging into Classlink and clicking on the X2VOL link at the bottom of the screen.*

## **STUDENTS OF PROMISE**

The Students of Promise Program (SOP) is designed to provide identified students with academic, attendance and social-emotional support to lead them to on-time promotion to the next grade level and timely graduation. Students will spend one period each day working on such topics as coping skills, study skills, goal setting and planning, college decision-making and readiness, and community service/involvement. This is a local grant funded program that focuses on providing support to especially African American and Latino male students and their families. The grant not only provides curriculum and access to community resources but also a Linkage Coordinator who is embedded as a staff member at the high school and serves as a mentor, student advisor, life-coach, role model and advocate to program participants. The Linkage Coordinator works collaboratively with the building principal, teachers, student support teams and school personnel as well as parents, community leaders/organizations and stakeholders on behalf of the targeted population. Students are selected to participate in this program based on academics, attendance, and discipline records.

## **SERVICE LEARNING SEMINAR**

A Service Learning Seminar is designed to provide interested upperclassmen (grades 11-12) with the opportunity to explore real world issues from multiple perspectives. The course will integrate meaningful community service with classroom instruction and independent research that enriches students' learning, teaches civic responsibility, and strengthens the surrounding community needs. Students will actively participate in meaningful service around a personal passion and compassion and practice the skills they are learning in class. Students will be expected to provide their own transportation to and from their service learning activities. This course will take on a blended-learning approach that includes such things as individual conferencing, onsite visits/observations, group seminars, independent research, collaborative teamwork and, of course, field work. Students who are truly interested in making a difference are ideal candidates for this course. This is a one semester course worth ½ credit which can count as an elective toward graduation.

## **SENIOR PROJECT**

Senior Project is an opportunity for those seniors who meet the requirements to develop an understanding of specific careers before graduating from Bedford High School. This internship takes place during the last three weeks of classes during the second semester of the school year. The experience of participating in the Senior Project can include shadowing a professional, research in a specific field, or assisting a social service agency. Remember that this project is designed to encourage Bedford High School students to examine work outside of high school, so that the student will be better prepared for life after graduation.

The criteria for seniors who would like to participate are as follows:

- Must be on target to graduate in June of the current school year (including credits, state tests, etc.)
- Has no unexcused absences in the senior year
- Has neither in school restriction or out of school suspension in the senior year
- Maintains an overall 2.5 grade point average or above
- Has no outstanding fees or fines as of April 30<sup>th</sup> of the graduation year

Principals have the right to make final decisions on all students interested in participating in senior project.

**Seniors who successfully complete their senior project experience will have the privilege of wearing a senior project honor cord at graduation.**

## **WORK STUDY**

For students who are interested in earning work study credit, the Bedford City Schools provides two possibilities:

1. Consider enrolling in Professional Work Experience Capstone which is a 2 credit course that requires SOME seat time, as well as early release from school to allow for the work-study hours to be completed. The content of this course includes developing employability skills, writing a resume, enhancing oral communication skills through in-class presentations, career interest exploration, on-site job training and teacher visitations, etc. More on the course can be found on the Career and Technical Education page. It is open to any student over the age of 16.
2. Enrolling in the twilight COMPASS Academy will allow students to work after hours and earn up to 3 credits over their high school career for approved employment hours. (NOTE: 40 hours = 0.25 credit). Students will also need to successfully complete the Career Exploration course offered online in order to be awarded work study credit.

See your school counselor if you are interested in either of these options.

## **EARLY GRADUATION**

Students are encouraged to take advantage of the full term of their secondary school career by attending Bedford High School for eight semesters. However, if there are unusual circumstances, a student may make an application for early completion of graduation requirements. At least one grading period prior to their intended graduation, interested students will need a 2.0 GPA, a minimum of 14 earned credits and have passed the English II and Algebra I End of Course exams. Upon application, a meeting will then take place to determine whether or not the application will be granted. Building level administration, a parent/guardian and student must be present. Decisions will be rendered prior to the start of the student's junior year. If granted, completion of graduation requirements must be met before the commencement date. Please note that it is the goal at Bedford High School to have all students, including all seniors, maintain a full schedule of classes. All classes should follow the sequences outlined in this document. Students will not be permitted to take courses out of sequence in order to achieve Early Graduation status.

All students are encouraged to enroll in any of the many electives and options available to them throughout their full four years at the high school, including taking advantage of College Credit plus in their senior year if all other credits toward graduation have been attained.

### **LATE IN OR EARLY OUT**

Seniors that are on track to graduate may have an early out or late start option. Students in this category must have all points required for End Of Course (EOC) exams and all credits on their school schedule.

Students that do not have End Of Course exam credits completed and/or do not have all credits may not have an early out or late start option. Students that have not met EOC exam requirements must be enrolled in a testing intervention course as applicable. Students must have a full schedule if all graduation requirements are not on track.

### **SCHEDULE CHANGES**

Students and their parents should carefully consider class choices for next year prior to the online course requesting period. Every effort will be made to ensure that students are enrolled in the courses they and their parents select. *The cancellation of specific classes or scheduling conflicts may require the student to be placed in alternative courses.*

While a schedule change after the school year has started may be seen as the solution to a current problem, a further consideration of the problem itself may lead to the recognition that there are other and, perhaps, better solutions that may be chosen.

Because of the commitments for hiring and assigning staff and the need to order textbooks and supplies, schedule changes will be made after the opening of the school year for the following reasons:

- Changes prescribed by staff for educational reasons; (for example, academic misplacement as verified by classroom teacher; overcrowding; substituting a course for a study hall);
- Changes to meet graduation requirements for seniors;
- Changes necessitated by the health of a student as verified by a physician;
- Changes due to summer school courses completed;

Career and Technical Education will not be dropped. These state-funded programs are staffed on the basis of student enrollment; enrollment must remain firm to maintain eligibility for state funds. It is understood, therefore, that a student who has applied for and been accepted into a Career and Technical Education program has made a commitment, confirmed by his or her parents, to remain in it for at least one year.

*Please refer to the Course Request Handbook for additional information on scheduling and course requests.*

### **DROPPING AND ADDING CLASSES**

Adding a class may be done within the first week of school, (semester or year long courses). If a course is dropped during the first week of a course (see above acceptable reasons for a schedule change), the students will not receive a grade. Withdrawal after this time will be recorded as WP (Withdrawn Passing) if the current grade being earned is a C or better or as a WF (Withdrawn Failing) if grade average is a D or an F. Note that WP has no effect on the GPA, whereas a WF is the same as an F and is calculated as a failing grade in the student's GPA. No "Drop and Add" substitutions will be permitted after the above described timeline. Adding a class may be done *only within the first week* of the semester or year long course. **Any schedule changes, including all dropping or adding of courses, require the permission of a parent/guardian, principal, a teacher and a counselor. Any questions about schedule changes should be addressed to the appropriate school counselor within the first week of each semester. Any extenuating circumstances requiring a decision outside of this policy will need the approval of the building Principal.**



## **LIBRARY RESOURCE CENTER**

The Library Resource Center is available to all students of Bedford High School Monday through Friday from 7:30am to 3:30pm. The LRC offers a wide variety of library materials for reading, research, and study. Students will find many forms of media materials for their use including books, magazines, microfiche, audio and video tapes. Individual work stations are provided with computers. Students may utilize the LRC with classes, during study halls, lunch breaks or before and after school. INFOHIO is the State's digital library and is freely available to students and their parents.

## **AUDITS**

Courses may be audited only if previously taken and passed. Audit status must be determined prior to the beginning of any class. Additional credit will not be granted for an audited course.

## **SUBJECT SEQUENCE**

Subjects must be taken in proper sequence and prerequisites must be met.

## **CLASS OFFERINGS**

The principal has the ultimate authority to change course placement decisions for all students. Please also note that any courses listed are subject to change based on student enrollment, district finances, and other circumstances.

## **GRADING SCALE**

The Board-adopted district grading scale is as follows:

<b>Grading Scale</b>	<b>Grade</b>	<b>Regular</b>	<b>Honors</b>	<b>AP/CCP</b>
90-100	A	4.0	4.5	5.0
80-89	B	3.0	3.5	4.0
70-79	C	2.0	2.5	3.0
60-69	D	1.0	1.5	2.0
0-59	F	0	0	0

Report cards are issued on a nine-week basis. Letter grades rather than numerical grades are given. A copy of the district grading scale can be found in the Student handbook.

Note: All Advanced Placement (AP) and College Credit Plus (CCP) courses are weighted by one full weight. Class rank is determined with weighted grades included.

## **FEES**

Additional fees may be charged for specific classes requiring consumable materials and membership dues. See the requirement for a fee payment in the Student Handbook. Note that failure to pay fees by September 15 may result in loss of privileges relative to participation in social events.

## REQUIREMENTS FOR GRADUATION

Students are required to pass the state–mandated tests to be determined by the Ohio Department of Education (ODE), and complete 21 credits in order to earn a diploma. Specific requirements for graduation are as follows:

Subject	Required Credits	Approved courses
English	4 Credits	English I, II, III, or AP or LCCC courses; English IV or AP, or LCCC courses
Mathematics	4 Credits	Must include Algebra II or equivalent
Science	3 Credits	Must include 1 credit of Biology or Tri-C Biology course and 1 credit of a Physical Science (Physical Science, Chemistry, Physics)
Social Studies	3 Credits	Must include World Studies or LCCC courses, US/ Honors US Studies; and Government or AP Government
Health	1/2 Credit	
Physical Education*	1/2 Credit	
Personal Financial Management	1/2 Credit	
Electives**	5.5 Credits	Must include fine arts or Career Tech*** electives.

*All students transferring into Bedford High School should see their assigned counselor to obtain a “Graduation Plan” prior to course selection. This will help delineate courses which will and/or will not count towards your graduation from Bedford High School.*

A credit is defined as one Carnegie unit of instruction earned for satisfactorily completing a year's work in a subject. No more than four one–quarter credits of Physical Education may apply toward graduation requirements.

**\*A student who, during high school, has participated in interscholastic athletics, marching band, or cheerleading for at least two full seasons is not required to complete any PE courses. However, that student is still required to complete and earn the ½ credit in another course of study.**

**\*\*Must include one (1) or any combination of a foreign language, computer coding, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, a junior reserve officer training corps (JROTC) program approved by the U.S. Congress, or English Language Arts, Mathematics, Science, or Social Studies courses not otherwise required.**

**\*\*\*Must be one credit or one year in coursework representing coherent sequential career-technical content.**

## **REQUIREMENTS FOR GRADE PROMOTION**

### **Promotion to Grade 9:**

8<sup>th</sup> grade students must have successfully completed 4 out of 4 required academic subjects (language arts, math, science, social studies).

### **Promotion to Grade 10:**

Students must earn a minimum of 5 credits.

### **Promotion to Grade 11:**

Students must earn a minimum of 10 credits.

### **Promotion to Grade 12:**

Students must earn a minimum of 15 credits.

## **EXCEPTIONS TO REQUIREMENTS**

Any exceptions to the Bedford High School graduation requirements may only be granted by written permission of the building principal and must be on file in the student's folder. Any course work for credit from sources outside of Bedford High School are subject to evaluation and approval by the building principal and according to district policy.

## **EARNING A HIGH SCHOOL DIPLOMA**

We believe our students will rise to the high expectations set by the rigors of Ohio's Learning Standards for English Language Arts, mathematics, science and social studies. We also believe that receiving a diploma signifies that students have mastered high school level work and are well prepared to enter post-secondary institutes, the military or the workforce.

There is no one-size-fits-all way to graduate. Ohio gives you several options to qualify for a high school diploma. Please be aware of your options and work to graduate through one of the pathways prescribed by the ODE. You will find some more detail on each of the pathways on the following pages. In addition you can talk to your school counselor if you have further questions.

# GRADUATION REQUIREMENTS FOR THE CLASS OF 2023 AND BEYOND

## STEPS TO GRADUATION:

To earn a high school diploma, you must complete courses (Step 1) and then complete Steps 2 and 3 as outlined hereafter:

### STEP 1: CREDITS

#### **Complete Courses to Graduate from Bedford High School**

You must take and earn a minimum of 21 credits in specific subjects.

English language arts	4 credits
Health	½ credit
Personal Financial Management	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social Studies	3 credits
Fine Art*	1 credit
Electives	5½ cdt

\*Students in a CTE Pathway do NOT need a Fine Art credit.

**AND**

### STEP 2: COMPETENCY

#### **Show That You Are Academically Competent**

Earn passing score (684) on the Algebra I and English II state end of course exams, **OR** score a 500 on the ELA and/or Math AASCD, as determined by the IEP Team.

#### ***If testing is not your strength?***

You have the option to show academic competence through one of the following three options:

#### **OPTION 1:**

**Career Focus** which includes 2 of the following: cumulative score of proficient or higher on 3+ Webxams within a career pathway, 12 point industry credentialing, Ohio-registered apprenticeship, work-based learning, proficiency of WorkKey exams, earning OhioMeansJobs (OMJ) readiness seal

**OR**

#### **OPTION 2:**

**Enlist in the Military** via passage of the ASVAB and a contract (DD Form 4).

**OR**

#### **OPTION 3:**

**Complete College Coursework** in non-remedial math and/or English through the College Credit Plus program.

**OR**

#### **OPTION 4:**

**ACT or SAT Remediation Free Scores** by earning any of the following:

Subject	ACT	SAT
English Language Arts	English subscore of 18 (or higher)	Evidence-Based Reading and Writing score of 480 (or higher)
	Reading subscore of 22 (or higher)	
Mathematics	Subscore of 22 (or higher)	Score of 530 (or higher)

**AND EVERYONE** must also complete **STEP 3:**

**AND**

### STEP 3: READINESS

#### **Show That You Are Ready**

Earn one diploma seals from the following Ohio seals options: OMJ, industry credential, state-issued license, college ready, military, citizenship, science, honors diploma, biliteracy, technology,

**AND**

Earn one additional seal from the above OR one of the following local seals: [community service](#), [Student Engagement](#), [Fine & Performing Arts](#)

**PLEASE SEE  
COUNSELOR FOR MORE  
DETAILS!**

**HONORS DIPLOMAS (Note that for students graduating in the Class of 2023 and beyond, attainment of many of the following Honors Diplomas will meet various graduation requirements as well. These are noted with an asterisk\*.)**

High School students can gain state recognition for exceeding Ohio’s graduation requirements through receiving an honors diploma. Bedford Students can pursue one-of five honors diplomas:

1. **Academic Honors\***
2. **Career Tech Honors**
3. **STEM Honors\***
4. **Arts Honors**
5. **Social Science & Civic Engagement Honors\***

**Academic Honors Diploma (only for the graduating classes of 2023, 2024, and 2025)\***

The Academic Honors Diploma includes high-level coursework; college and career readiness tests and real-world experiences challenge students.

Students must meet **all but one** of the following criteria, unless it is a minimum graduation requirement.

<b>ACADEMIC HONORS DIPLOMA</b>	
English	4 units
Math	4 units
Science	4 units, including 2 units of advanced science
Social Studies	4 units
World Language	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher

**Academic Honors Diploma (for the graduating classes of 2026 and beyond)\***

The Academic Honors Diploma includes high-level coursework; college and career readiness tests and real-world experiences challenge students.

Students must meet **all but one** of the following criteria (#2-9), unless it is a minimum graduation requirement (for example, 4 units of English and Fine Arts). Students may replace options 5, 6, or 7 with a “Student Strength Demonstration”. See your counselor for more details about this option.

<b>ACADEMIC HONORS DIPLOMA</b>	
1. English	4 units
2. Math	4 units, the 4th must be > Algebra 2
3. Science	4 units, (1 additional unit of advanced science)
4. Social Studies	4 units, (1 additional unit Social Studies)
5. World Language	3 sequential units of one world language, or no less than 2 sequential units of each of two world languages studied
6. GPA	3.5 on a 4.0 scale
7. ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher
8. Seal Requirement	Earn 2 additional diploma seals, not including Honors Diploma Seal
9. Experiential Learning	Field Experience, OhioMeansJobs Readiness Seal*, Portfolio or Work-Based Learning
10. Fine Arts	1 unit

*\*Students can use OMJ Readiness Seal in 2 additional seals requirements if it is not used in Experiential Learning.*

### **Career Tech Honors Diploma**

Students must meet **all but one** of the following criteria, unless it is a minimum graduation requirement.

<b>CAREER-TECH HONORS DIPLOMA</b>	
English	4 units
Math	4 units
Science	4 units, including 2 units of advanced science
Social Studies	4 units
World Language	2 units of one world language
Electives	4 units of career-technical courses
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher/WorkKeys: 6 or higher on Reading for Information and 6 or high on Applied Mathematics
Field Experience	Complete a field experience and document the experience in portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus
Additional Assessments	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent.

### **STEM Honors Diploma\***

Students must meet **all but one** of the following criteria, unless it is a minimum graduation requirement.

<b>STEM HONORS DIPLOMA</b>	
English	4 units
Math	5 units
Science	5 units, including 2 units of advanced science
Social Studies	3 units
World Language	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
Electives	2 units with a focus in STEM
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher
Field Experience	Complete a field experience and document the experience in portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

### **Arts Honors Diploma**

Dance, drama/theatre, music and visual art are areas of study in which students can earn Arts Honors Diplomas.

Students must meet **all but one** of the following criteria, unless it is a minimum graduation requirement.

<b>ARTS HONORS DIPLOMA</b>	
English	4 units
Math	4 units
Science	3 units, including 1 unit of advanced science
Social Studies	3 units
World Language	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	4 units
Electives	2 units with a focus in fine arts
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher
Field Experience	Complete a field experience and document the experience in portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

### **Social Science and Civic Engagement Honors Diploma\***

Students must meet **all but one** of the following criteria, unless it is a minimum graduation requirement.

<b>SOCIAL SCIENCE AND CIVIC ENGAGEMENT HONORS DIPLOMA</b>	
English	4 units
Math	4 units
Science	3 units, including 2 units of advanced science
Social Studies	5 units
World Language	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
Electives	3 units with a focus in social sciences and/or civics
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher
Field Experience	Complete a field experience and document the experience in portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

Please see the Ohio Department of Education Website or your School Counselor for more details.

## **ACADEMIC RECOGNITION**

Students will be recognized in a variety of ways throughout the school year.

## **HONOR ROLL**

Students whose grade point average is a 3.5 or higher are recognized by being placed on the Honor Roll.

## **ACHIEVEMENT ROLL**

Students whose grade point average is a 3.3 to 3.499 are recognized by being placed on the Achievement Roll.

## **PROGRESS BOOK**

Parents will also be able to access their child's ongoing progress by logging on to the district's web page at [www.bedford.k12.oh.us](http://www.bedford.k12.oh.us) and using the Bedford High School's pull down menu. After clicking on [gradebook](#) and entering your secure login and password, which will be assigned and mailed home in the fall of the school year, parents and students may monitor progress at any time through this resource.

## **PROGRESS REPORTS**

An interim report will be available online through Gradebook. The progress report is generally available halfway through each of the four grading periods. Parents/guardians are encouraged to contact teachers for further information or for further explanation of the comments listed.

## **REPORT CARDS**

The report card is the school's report to the students and families, giving the pupil's achievement and attendance record. Quarterly report cards will be available online every nine weeks, as well as mailed home. A cumulative report card will be mailed home at the end of each school year. The final grade for each course is determined by the average of the nine-week grades and the semester examinations.

## **SCHOOL COUNSELING SERVICES**

Counselors provide opportunities for students as individuals or in groups to discuss feelings, attitudes, goals and problems in a confidential and supportive environment. Counselors confer with parents and teachers regarding the academic progress of students. Counselors provide materials and help students and their families learn about scheduling, state-mandated testing, careers, training opportunities, technical schools and colleges for further education, financial aid and scholarships. Information and the description of the college entrance examinations (ACT and SAT) are available to students. An official record of credits, grades, test scores, interests, and career goals will be maintained at Bedford High School.

If you do not want your child participating in small group counseling, you must provide a letter excusing your child from this opportunity. All letters must be given directly to the school counselor.

## **INTERSCHOLASTIC/EXTRACURRICULAR ELIGIBILITY STANDARDS**

A student must pass *two standards* to be eligible to participate in athletics in the Bedford City School District. The first standard the student must pass is the Ohio High School Athletic Association requirement of passing 5 credits 9-12<sup>th</sup> grade, or 5 classes 7-8<sup>th</sup> grade. If the student does not meet this standard, they are ineligible until the next quarter's grades are posted. The student may not qualify for the second standard. If the student qualifies under the first standard of eligibility, they will also have to meet the second standard set by the Bedford Board of Education.



## **Standard One** **Ohio High School Athletic Association Standards**

### **Grades 9-12**

To be eligible under the standards of the association you must be scheduled for and pass no less than the equivalent of 5 credits per quarter. Fall eligibility is based on the prior year's 4<sup>th</sup> quarter grading period; winter eligibility is based on the 1<sup>st</sup> quarter grades and the 2<sup>nd</sup> quarter scheduled classes; spring eligibility is based on 3<sup>rd</sup> quarter grades. *Summer school grades do not count toward eligibility. (Note that incoming freshmen participating in fall sports must pass 5 classes during the fourth quarter of their 8<sup>th</sup> grade year.)*

## **Standard Two** **Bedford City School Standards**

1. To be eligible you must meet state standards and carry at least a 2.00 GPA. If you meet the state standards, but not the Bedford standard, you may still participate but you will be declared conditional. The conditional period will end at the midterm.
2. If you are on a conditional basis you will still be able to participate as if you were eligible, but you must go to study table, have tutoring on your schedule or get tutoring after school from a teacher you currently have for class.
3. You must achieve a 2.000 GPA or higher by the midterm to continue to participate. If you do not, you will no longer be on the team or in the activity for the remainder of that quarter.
4. If 3 hours of intervention is not completed, you will be removed from events until the quarter report card.

### **SPECIAL NOTE FOR ATHLETIC ELIGIBILITY**

As students are scheduling, please keep in mind the following additional criteria for athletic eligibility:

- Freshmen must have passed five (5) classes in the fourth quarter of the eighth grade.
- Students in grades 9-12 must **carry and pass** the equivalent of five credits.
- **Summer school coursework does not count toward 1st quarter eligibility. First quarter eligibility is strictly based on 4th quarter grades of the prior school year.**

### **COLLEGE FRESHMAN ATHLETIC ELIGIBILITY REQUIREMENTS (entering college BEFORE August 1, 2015)**

Academic requirements for freshmen participating in NCAA (Division I) sports include:

- Graduation from high school
- Complete these 16 core courses:
  - 4 years of English;
  - 3 years of math (algebra 1 or higher);
  - 2 years of natural or physical science (including one year of lab science, if offered by your high school);
  - extra year of English, math, or natural or physical science;
  - 2 years of social studies;
  - 4 years of extra core courses (from any category above, a world language, or a comparative religion/philosophy course);
  - Earn a minimum required grade point average in your core courses; and
  - Earn a combined SAT or ACT sum score that matches your core-course grade point average with the test score sliding scale located in the NCAA Clearinghouse packet (e.g., a 2.40 core course grade point average needs an 860 SAT) (or a 71 ACT sum score from English, math, reading and science subscores).

## **NCAA DIVISION I INITIAL ELIGIBILITY ACADEMIC REQUIREMENTS (for class of 2016 and beyond)**

1. A **Full Qualifier** is a student who can practice, receive athletic aid/scholarship, and compete in his/her first year.
2. A student who is deemed **Academic Redshirt** is one who receives athletic aid in the first year, practices during the first regular term, but does not compete in the first year.
3. A **Non-Qualifier** is a student who receives no aid, does not practice, and does not compete in the first year.

A Full Qualifier will need to meet the following requirements to **receive athletic aid, practice and compete** in his/her first year:

- 16 core courses in the following areas:
  - 4 years English;
  - 3 years math at Algebra 1 level or higher;
  - 2 years natural or physical science (one lab if offered at any high school attended);
  - 1 year additional English, math or natural/physical science;
  - 2 years social science; and
  - 4 years additional from areas above or foreign language, philosophy or comparative religion.
  - Ten of the 16 core courses must be completed before the start of the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be English, math or natural or physical science.
- Have a minimum core-course grade point average of 2.300;
  - Grades earned in the 10 courses required before the seventh semester are “locked in” for purposes of grade point average calculations.
  - A repeat of any of the “locked in” courses will not be used to improve the grade point average if the repeat occurs after the seventh semester begins.
- Graduate from high school.
- Earn the ACT/SAT score matching core course GPA on the Division I sliding scale.

## **Academic requirements for freshmen participating in NCAA (Division II) sports include as a Full Qualifier:**

- Graduation from high school
- Complete these 16 core courses\*:
  - 3 years of English;
  - 2 years of math (algebra 1 or higher);
  - 2 years of natural or physical science (including one year of lab science, if offered by your high school);
  - 3 extra years of English, math, or natural or physical science;
  - 2 years of social studies;
  - 4 years of extra core courses (from any category above, a world language, non-doctrinal religion or philosophy);
- Earn a 2.00 grade point average or better in your 16 core-courses; and
- Earn the ACT/SAT score matching your core course GPA on the Division II Full Qualifier sliding scale.

In addition to the above standards, you must complete the application for the NCAA Clearinghouse. It is advised for this to be completed by the end of the student's Junior year. Please see your school counselor for further details.

Partial Qualifier information and sliding scales for both division I and II for ACT/SAT scores and other eligibility details can be found at the NCAA Eligibility Center, [www.ncaa.org/student-athletes/future/eligibility-center](http://www.ncaa.org/student-athletes/future/eligibility-center).

Note: It is the student athlete's responsibility in conjunction with his/her school counselor, to confirm that they are meeting NCAA course requirements and enrolled in approved NCAA courses.

### **OHIO'S COLLEGE CREDIT PLUS (CCP)**

The CCP program offers highly motivated students the opportunity to simultaneously earn secondary (high school) and post-secondary (college) credit for college-level courses at no cost to the students (with the exception of select private colleges). All students enrolled at BHS are eligible to apply to participate. Eligible post-secondary institutions include community colleges, post-secondary vocational technical institutions, state universities, and select private colleges and universities. Students interested in this program must meet BHS graduation requirements plus any enrollment requirements the post-secondary institutions have. **Students must indicate to school officials (principal or school counselor) their intent to participate by March 30th of the year prior to the year of intended participation by completing the appropriate forms.** The Bedford School District will provide counseling services to 7th through 12th grade students and their parents/guardians prior to participation in the CCP Program. Counseling will address the advantages and the possible risks and consequences of participating in the program.

BHS offers some CCP courses on our campus through a partnership with Cuyahoga County Community College (Tri-C). These courses are listed below. All eligibility requirements for the CCP program apply to both BHS on-site courses and any courses taken at institutions off-site. Contact your counselor with any questions.

### **IT IS THE STUDENT'S RESPONSIBILITY TO MEET ALL NECESSARY APPLICATION REQUIREMENTS AND DEADLINES.**

#### **COLLEGE CREDIT PLUS ON-SITE COURSES**

- United States History to 1877 and after 1877 (Tri-C HST 1510/1520)
- College Composition (Tri-C ENG 1010/1020)
- Intro to Poetry/Fiction (Tri-C ENG 2410/2420) - may not be offered until 2024-2025
- Environment, Ecology, Evolution (Tri-C BIO 1060)
- Human Biology (Tri-C BIO 1050)
- American Sign Language 1 (Stark State College ASL 122)
- College & Career Success Skills (Stark State College IDS 115)

#### **COLLEGE CREDIT PLUS (CCP) RECOMMENDED PATHWAYS**

**CCP Course options by year to attain at least 15-30 college credits (in partnership with Tri-C)  
This pathway will be offered during the 2024-2025 school year.**

<b>GRADE</b>	<b>15+ credit pathway</b>	<b>30+ credit pathway</b>	<b>CREDIT</b>
9	IDS 115	IDS 115	3
10	(IDS 115)	HIST 1510 HIST 1520	3 3
11	ASL 122	ENG 1010 ENG 1020	3 3
12	ENGL 1010 ENGL 1020	ENG 2410 ENG 2420	3 3
	BIO 1050 BIO 105L BIO 1060 BIO 106L	BIO 1050 BIO 105L BIO 1060 BIO 106L	3 1 3 1
		ASL 122	4
<b>TOTAL CREDIT HOURS AVAILABLE:</b>	<b>20</b>	<b>33</b>	

NOTE: All CCP classes will be weighted 1 (one) full point in the GPA calculations.

<b>Recommended Career &amp; Technical Education Program</b>				
<b>Subject</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>English</b>	English I	English II	English III	English IV
<b>Social Studies</b>	World Studies	US Studies	Government	Electives
<b>Mathematics</b>	Algebra I OR Intensified Algebra	Geometry	Probability/Data Analysis and Financial Alg	Math Modeling and Reasoning OR Data Science Foundations
<b>Science/Elective</b>	Physical Science	Biology	Earth Science	
<b>Physical Education/ Elective</b>	Freshmen Phys Ed	Health/Personal Financial Management		
<b>Electives</b>			Career & Technical Education	Career & Technical Education
<b>General Business</b>	Employability	Computer Apps		
<b>Career Technology Programs</b>	See the Career-Technical Supplement for more detail			

Choices of electives should be based on interests and career goals and should be planned after discussion with the counselor and teachers.

**Career & Technical Education Preparatory Program:** Many students will plan to enter workforce or advanced job-training immediately after graduation. In order to be prepared with the skills that will meet the current needs of business and industry they should explore their career interest in one of the Career & Technical training programs offered at Bedford High School.

<b>Recommended Career &amp; Technical College Preparatory Program</b>				
<b>Subject</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>English</b>	English I	English II	English III	English IV
<b>Social Studies</b>	World Studies	US Studies	Government	Social Studies Elective
<b>Mathematics</b>	Algebra I	Geometry	Algebra II OR MMR	Pre-Calculus OR Data Science OR AP Stats
<b>Science</b>	Physical Science	Biology	Science and Society	Chemistry OR Physics

<b>Physical Education Elective</b>	Freshmen Phys. Ed.	Health/Personal Finance		
<b>Elective</b>	World Language or Elective	World Language		
<b>Elective</b>	Employability Additional Elective (see below)	Additional Elective (see below)	Career Tech Elective (see below)	Career Tech Elective (see below)
<b>Elective</b>	Additional Elective (see below)	Additional Elective (see below)	Career Tech Elective (see below)	Career Tech Elective (see below)

**ADDITIONAL ELECTIVES:** Art, Music, Computer Applications, Individual Investigation. See Subject Summaries for details. Choices of electives should be based on interests and career goals and should be planned after discussion with the counselor and teacher.

<b>Recommended High School Graduation Pathway (Highly designed for those students not meeting competency graduation requirements)</b>				
<b>Subject</b>	<b>9th Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>English</b>	English I	English II	English III	English IV and Integrated Reading
<b>Social Studies</b>	World Studies	US Studies	American Government	Integrated Social Studies
<b>Mathematics</b>	Algebra I	Geometry	Probability/Data Analysis and Financial Alg	Math Modeling and Reasoning
<b>Science</b>	Physical Science	Biology	Earth Science	Integrated Science
<b>Physical Education Elective</b>	Freshmen Phys. Ed.	Health/Personal Financial Management	Phys Ed. Elective	Phys Ed. Elective
<b>World Language</b>	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language
<b>Electives</b>	Freshman Concepts	Employability OR Computer Apps	Career & College Readiness	Stark State College & Career Success Skills

<b>Recommended College Preparatory Program</b>				
<b>Subject</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>English</b>	English I	English II	English III OR CCP English Comp	English IV OR CCP English Poetry and Fiction
<b>Social Studies</b>	World Studies	US Studies	Government	Social Studies Elective
<b>Mathematics</b>	Geometry	Algebra II OR MMR	PreCalculus OR Data Sci Found OR AP Statistics	Calculus OR Data Sci Found OR AP Statistics OR CCP Algebra & Quantitative Reasoning
<b>Science</b>	Physical Science	Honors Biology or Biology	Chemistry OR Honors Chemistry OR Physics OR CCP Biology	Science in Society OR Anat/Phys OR Biochem/Cell Bio OR Physics OR CCP Biology
<b>Health/ Physical Education</b>	Freshmen Physical Education	Health/Personal Finance	Phys. Ed. Elective	Phys. Ed. Elective
<b>World Language</b>	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language
<b>Electives</b>	Employability OR Additional Electives	Computer Apps. OR Stark State College & Career Success Skills OR Additional Electives (see below)	Career & College Readiness OR Stark State College & Career Success Skills OR Additional Electives (see below)	Fine Arts OR Stark State College & Career Success Skills OR Additional Electives (see below)

**ADDITIONAL ELECTIVES:** Art, Music, Computer Applications, Individual Investigation. See Subject Summaries for details. Choices of electives should be based on interests and career goals and should be planned after discussion with the counselor and teacher.

**College Preparatory Program** is for students who choose to pursue a four-year college degree. Most universities have standard requirements for unconditional acceptance. In order to be properly prepared and to avoid noncredit remedial classes students should plan to meet those standards identified in the Recommended College Preparatory Program or the Accelerated Collegiate Program.

<b>Recommended Accelerated Collegiate Program</b>				
<b>Subject</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>English</b>	Pre AP English II	Pre AP English III	CCP English Composition I & II OR AP English Literature	CCP English Poetry & Fiction OR AP English Language
<b>Social Studies</b>	AP World History	AP US History	AP Government	Social Studies Elective
<b>Mathematics</b>	Honors Algebra II	Pre-Calculus OR AP Stats	Calculus/AP Calc OR AP Stats	Calculus/AP Calc OR AP Stats
<b>Science</b>	Honors Biology	Honors Chemistry OR Physics OR CCP Biology	Anat/Physio and Biochem/Cell Bio OR Physics OR AP Physics OR AP Chemistry OR CCP Biology	Anat/Physio and Biochem/Cell Bio OR AP Chemistry OR Physics OR AP Physics OR CCP Biology
<b>Health/PE</b>	Freshman PE	Health/Personal Financial Management	Personal Fitness	
<b>Elective</b>	Employability or Computer Apps. OR Additional Elective (see below)	Computer Apps. OR Additional Elective (see below)	Career & College Readiness	
<b>World Language</b>	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language

**ADDITIONAL ELECTIVES:** Art, Music, Computer Apps, Individual Investigation, & Technical Education. See Subject Summaries for details. Choices of electives should be based on interests and career goals and should be planned after discussion with the counselor and teacher.

**Accelerated Collegiate Program** is for students that choose to pursue a four-year college degree. Most universities have standard requirements for acceptance. In order to be properly prepared and to avoid noncredit remedial classes students should plan to meet those standards identified in the Recommended College Preparatory Program or the Accelerated Collegiate Program.

<b>ELECTIVE SUBJECTS</b>				
<b>Subject</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Art</b>	Art I Wearable Design Digital Photography I Digital Photography II	Art I Art II Jewelry Wearable Design Digital Photography I Digital Photography II	Art I Wearable Design Art II Art III Jewelry Ceramics Digital Photography I Digital Photography II	Art I Wearable Design Art II, Art III Art IV Jewelry Ceramics Digital Photography I Digital Photography II
<b>Business</b>	Computer Apps. Employability	Personal Financial Management Computer Apps. Employability	Personal Financial Management Computer Apps.	Personal Financial Management Computer Apps.
<b>World Language</b>	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language
<b>Music</b>	Music Fundamentals Mixed Chorus Orchestra Flag Corps Marching Band Symph/Concert Band Wind Ensemble Music Appreciation Music Technology	Music Fundamentals Mixed Chorus Orchestra Flag Corps Marching Band Symph/Concert Band Wind Ensemble Music Appreciation Music Technology A Cappella Choir	Music Fundamentals Mixed Chorus Orchestra Flag Corps Marching Band Symph/Concert Band Wind Ensemble Music Appreciation Music Technology A Cappella Choir Madrigal	Music Fundamentals Mixed Chorus Orchestra Flag Corps Marching Band Symph/Concert Band Wind Ensemble Music Appreciation Music Technology A Cappella Choir Madrigal
<b>Physical Education</b>	Freshmen Physical Education	Health/Personal Finance	Lifetime Fitness Nutrition	Lifetime Fitness Nutrition

**NOTE:** The courses listed on this chart may be helpful in planning the proper sequence of courses within a subject area. Students following a college preparatory schedule and students pursuing career & technical programs should check the course descriptions.



## **CREDIT FLEXIBILITY**

Students may earn high school credit by demonstrating mastery of essential content and skills addressed in any traditional course offered in the high school, as well as other areas of interest through the Board-adopted policy and procedures for [Credit Flexibility](#). This work may be completed through academically focused educational options, which may include: testing for credit, independent coursework, summer learning, online courses, and internships. If a student is interested in applying for this option, he/she should see their grade level counselor for an [application packet](#) and further guidance. Deadlines for proposal submission are as follows: April 30 (full year or fall semester) or November 30 (spring semester).

### **Excel Academy**

The Excel Academy, located in the South wing of Bedford High School, is a credit recovery program designed to assist students achieve on-time graduation. The Academy uses a blended online learning instructional program platform to provide students with necessary content. Academy students' work online during the school day under the guidance of classroom teachers who give clarity and assistance as needed. The Academy provides a comprehensive curriculum that offers a broad range of courses that is fully accredited by five associations for schools and colleges. Students must be recommended for this program by their grade level principal and approved by the building principal. Additionally, the Excel Academy Twilight program, operating from 2:45 – 4:45 pm daily, offers the opportunity for students to extend their learning by completing course work outside of the traditional school day. Again, this work is completed with the guidance of staff members who are available for clarity and assistance.

## ADVANCED PLACEMENT (AP) COURSES

Please note that all AP classes will be weighted 1 (one) full weight in the final GPA calculation.

Also NOTE: In order for students to be better prepared for the college level of rigor in the AP courses, students may be required to complete summer reading(s) and/or assignment(s) as well as to purchase paperback books.

### AP ENGLISH LITERATURE & COMPOSITION Grade 11 1 Period Daily Yearlong 1 Credit Prerequisite: Successful completion of Honors English III

This course offers an in-depth study of literature and will emphasize advanced analytical composition and reading in preparation for the Advanced Placement exam at the end of the year. It is assumed that students enrolled in this course will be able to devote many hours of out of class time to the required reading, writing, and research. Students enrolled in Advanced Placement English Language must conduct themselves with the maturity and responsibility appropriate to advanced study.

**NOTE: Students will be required to take the AP Exam in the spring with the district covering the test registration fee. Students earning a 3, 4, or 5 on the exam will be reimbursed the \$65 test fee. Please note that depending on enrollment figures, this course may be offered on-line.**

### AP ENGLISH LANGUAGE & COMPOSITION Grade 12 1 Period Daily Yearlong 1 Credit Prerequisite: Successful completion of Honors English III and/or AP English Literature and Composition or

recommendation of the teacher and counselor. Students who take Honors English 1 in Grade 9 should take this class as their senior English credit.

This course offers an in-depth study of college level writing, specifically in the art of rhetoric and will emphasize advanced analytical composition and reading in preparation for the Advanced Placement Exam at the end of the year. It is assumed that students enrolled in this course will be able to devote many hours of out of class time to the required reading, writing, and research. Students enrolled in Advanced Placement English Language must conduct themselves with the maturity and responsibility appropriate to advanced study.

**NOTE: Students will be required to take the AP Exam in the spring with the district covering the test registration fee. Students earning a 3, 4 or 5 on the exam will be reimbursed the \$65 test fee. Please note that depending on enrollment figures, this course may be offered online.**

### AP STATISTICS Grades 10, 11, 12 1 Period Daily Yearlong 1 credit Prerequisite: Algebra II or equivalent with a grade of "C" or better

This course deals with the study of statistical concepts used in mathematics, science and engineering. Topics include data collecting, displaying and describing categorical data, displaying quantitative data, and summary statistics. This course is designed to prepare students to take the AP Statistics Examinations, which may enable the student to receive college credit in mathematics and/or proper placement in other college courses. **NOTE: Students will be required to take the AP Exam in the spring with the district covering the test registration. Students receiving a 3, 4, or 5 on the exam will be reimbursed the \$65 test fee. A graphing calculator is required.** \* Please note that due to enrollment figures, this course may be offered on-line.

### AP CALCULUS Grade 11, 12 1 Period Daily Yearlong 1 credit Prerequisite: Recommendation of pre-calculus teacher.

This course will cover topics in differentiation and integration, with applications in the field of physics. **NOTE: Students will be required to take the AP Exam in the spring with the district covering the test registration. Students receiving a 3, 4, or 5 on the exam will be reimbursed the \$65 test fee. A graphing calculator is required.**\* Please note that due to enrollment figures, this course may be offered on-line.

## AP CHEMISTRY

Grades 11, 12                      10 Periods Weekly  
Yearlong                                      1 Credit

**Prerequisite: Successful completion of Honors Chemistry with a grade of "C" or better. Also completion or concurrent study of Algebra II is recommended.**

This course is designed as a rigorous second course in chemistry, which will introduce able and motivated students to a college-level study of chemistry. The course Advanced Placement Exam, when successfully completed, may enable the student to receive college credit and/or proper placement in other college chemistry courses. The course will cover topics including, but not limited to, thermodynamics, electrochemistry, equilibrium systems, quantum mechanics, and qualitative analysis. Laboratory activities are an integral part of this course.

Each student is required to complete library research and experimentation on his/her topic.

**NOTE: Students will be required to take the AP Exam in the spring with the district covering the test registration. Students receiving a 3, 4, or 5 on the exam will be reimbursed the \$65 test fee.** Please note that depending on enrollment figures, this course may be offered on-line.

## AP PHYSICS

Grade 11-12                      10 Periods Weekly  
Yearlong                                      1 Credit

**Prerequisite: Recommendations of science teachers and completion of or concurrent enrollment in Pre-Calculus.**

This course will be an algebra-based look at several types of motion, forces, energy analysis, wave theory and electromagnetism. Students must have a graphing calculator and keyboarding skills.

**NOTE: Students will be required to take the AP Exam in the spring with the district covering the test registration. Students receiving a 3, 4, or 5 on the exam will be reimbursed the \$65 test fee.** Please note that depending on enrollment figures, an AP Physics course may be offered on-line.

## AP UNITED STATES HISTORY

Grades 10, 11, 12                      1 Period Daily  
Yearlong                                      1 Credit

**Prerequisite: teacher recommendation.**

This course will introduce able and motivated students to college-level study of American History. The course and optional Advanced Placement Exam, when successfully completed, may enable the student to receive college credit and/or proper placement in other college courses in history. The course will cover the history of the United States from Colonial Times to the present. **NOTE: Students will be required to take the AP Exam in the spring with the district covering the test registration.**

## AP US GOVERNMENT AND POLITICS

Grades 11, 12\*                      1 Period Daily  
Yearlong                                      1 Credit

**Prerequisite: teacher recommendation**

This college-level course will challenge academically capable students to critically analyze politics and governments, specifically US government and politics. Students will be expected to interpret, examine, and analyze US politics, including the institutions, groups, belief systems, and ideas that make up the government and political system. The format of the class will include reading, writing, group work, analysis of primary and secondary sources, lecture, and oral/written assessment. **NOTE: Students will be required to take the AP Exam in the spring with the district covering the test registration.**

*\*This course is highly recommended in the JUNIOR year since there could be an End-of-Course assessment attached which is used to determine graduation status. Waiting until the senior year is NOT advised unless you have already taken the Government EOC, and earned 3 points.*

## AP WORLD HISTORY: MODERN

Grades 9, 10, 11, 12                      1 Period Daily  
Yearlong                                      1 Credit

**Prerequisite: teacher recommendation**

AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history. In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making

historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places; humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

**NOTE: Students will be required to take the AP Exam in the spring with the district covering the test registration.**

### **AP COMPUTER SCIENCE PRINCIPLES**

**Grades 11, 12                      7 Periods Weekly  
Yearlong                              1 Credit**

**Prerequisite: Successful completion of Algebra I.**

The AP Computer Science Principles course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. This course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. This course differs from other computer science courses in that its focus is on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, work individually and collaboratively to solve problems, and discuss and write about the importance of these problems and the impacts to their community, society and the world.

**(NOTE: Students will be required to take the AP Exam in the spring with the district covering the test registration. Students receiving a 3, 4, or 5 on the exam will be reimbursed the \$65 test fee.)**

### **AP COMPUTER SCIENCE A**

**Grades 11, 12                      7 Periods Weekly  
Yearlong                              1 Credit**

**Prerequisite: Successful completion of Algebra II.**

The AP Computer Science A course is designed to be equivalent to a first-semester college-level course in computer science and focuses on computing skills related to programming in Java. Topics covered in this course include problem solving, design strategies and methodologies, data structures, approaches to processing data, careful examination of possible solutions, and the ethical and social implications of computer use. Students in this course will:

- \*Design, implement and analyze solutions to problems
- \*Develop and utilize appropriate data structures and algorithms to solve new problems
- \*Write fluent solutions in an object-oriented paradigm
- \*Write, run, test and debug solutions in Java
- \*Read and understand programs containing several classes and interacting objects
- \*Read and understand the design and development process of programs

This course prepares students to continue their study of computer science and its integration into computing and STEM fields but is also appropriate for those intending to study other disciplines but who want to be informed citizens in our technological society.

**NOTE: Students will be required to take the AP Exam in the spring with the district covering the test registration and the fees associated with taking the Exam.**

## ART

Courses in this department meet the fine arts requirements for unconditional admission to state universities in Ohio.

Please note: materials furnished for students, such as brushes, paints, etc., which may be depleted or ruined by lack of student care are subject to replacement at student cost.

### ART I

**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**                                      **1 Credit**  
**Fee: \$20.00**

Art I is open to all students regardless of career program. This course will explore the fundamentals of visual arts. **Areas Covered Include:** Drawing, painting, lettering, color theory, basic design, and perspective. Quality work is expected while developing an appreciation for the arts. Students may be required to purchase additional materials for this class.

### ART II

**Grades 10, 11, 12**                      **1 Period Daily**  
**Yearlong**                                      **1 Credit**  
**Fee: \$20.00**

**Prerequisite: Art I**

Art II provides an opportunity for students to further develop and broaden their skills learned in Art I.

**Areas Covered Include:** Varieties of drawing techniques, and mediums, design, painting analysis, painting, calligraphy and ink drawing. Students are to become increasingly attuned at interpreting and making judgments about visual images. Students may be required to purchase additional materials for this class.

### ART III

**Grades 11, 12**                              **1 Period Daily**  
**Yearlong**                                      **1 Credit**  
**Fee: \$20.00**

**Prerequisite: Art II**

ART III provides the interested art student with opportunities to further enhance artistic skills while developing independent work habits and judgments.

**Areas Covered Include:** Advanced figure drawing, varieties of mediums, portraiture, abstraction, construction of original paintings, and an option for nine weeks of concentration on an art area of the student's choice. Students may be required to purchase additional materials for this class.

### ART IV

**Grade 12**                                      **2 Periods Daily**  
**Yearlong**                                      **2 Credits**

**Fee: \$20.00**

**Prerequisite: Art III**

The student will be given an opportunity for specialized and technical instruction in art according to individual interests, talents, and skills. The attitudes necessary for success in the field of art either as an amateur or a professional artist are emphasized. Students will make an art portfolio, which will contain examples of their best work. The portfolio can be used for college entrance or for job placement during school or after graduation. Students may be required to purchase additional materials for this class.

### WEARABLE DESIGN I

**Grades, 9, 10, 11, 12**                      **1 Period Daily**  
**Semester**                                      **1/2 Credit**

**Fee: \$10.00**

Explore drawing techniques in order to design clothing for men and women. Study the clothing styles of noted designers. Explore the history of fashion from the Roman Toga to Plastic and Futuristic clothing. By the end of this course you will have developed your own personal style of fashion illustration and design. Learn to illustrate your design from creation of a personal fabric pattern. Continue to build your illustration skills and add to your knowledge of the world of fashion through an individualized program based on your own interests and needs. Students will learn to illustrate the male fashion figure and create menswear illustrations. Students may select this class either semester or all year. Students re-electing Wearable Design will be working on an individual basis to improve their workmanship. Note that seniors will have priority in signing up for this class. Students may need to supply some of the materials.

**WEARABLE DESIGN II****Grades 9, 10, 11, 12**  
**Semester****1 Period Daily**  
**1/2 Credit****Fee: \$10.00****Prerequisite: Wearable Design I**

Explore textile techniques in order to create clothing and accessories for men and women. Study the clothing styles of noted designers. Experience the basics of textiles through sewing, weaving, embroidery, silk painting, tie-dye, and upcycled crafts. By the end of this course you will have developed your own personal style of fashion design. Learn to create your design into a personal fabric pattern. Continue to build your illustration skills and add to your knowledge of the world of fashion through an individualized program based on your own interests and needs. Students will learn to illustrate the male fashion figure and create menswear. Note that seniors will have priority in signing up for this class. Students may need to supply some of the materials.

**JEWELRY****Grades 10, 11, 12**  
**Semester****1 Period Daily**  
**1/2 Credit****Fee: \$10.00**

Jewelry is open to students in 10th, 11th and 12th grades. Seniors have first priority in signing up for this class. Jewelry making methods will be studied, and students will make their own rings, bracelets and pins to take home. Students may select this class in Either semester or all year in grades 10, 11 and 12.

Students re-electing Jewelry will be working on an individual basis to improve their workmanship. Note that seniors will have priority in signing up for this class. Students may be required to purchase additional materials for this class.

**CERAMICS****Grades 11, 12**  
**Semester****1 Period Daily**  
**1/2 Credit****Fee: \$10.00**

Students will work with clay in this class. Instruction in both hand building methods as well as wheel throwing will be taught. Students will be introduced to pottery and kiln firing methods. Students reelecting Ceramics will be working on an

individual basis to improve their workmanship in ceramics. Seniors will have first priority in signing up for this class. Students may select Ceramics in either semester or all year in Grades 11 and 12. Students may be required to purchase additional materials for this class.

**DIGITAL PHOTOGRAPHY I****Grades 9, 10, 11, 12**  
**Semester****1 Period Daily**  
**1/2 Credit****Fee: \$20.00**

This course is for students who are interested in learning the basics of photography. Students will learn to take their own photos and edit them. Students will study current and historical photographs and photographers to help form their own unique perspective. Note that seniors will have priority in signing up for this class. Students will need to supply a digital camera (or a phone with camera).

**DIGITAL PHOTOGRAPHY II****Grades 9, 10, 11, 12**  
**Semester****1 Period Daily**  
**1/2 Credit****Fee: \$20.00****Prerequisite: Digital Photography I**

This course is for students who want to level up their picture taking skills after taking digital photography 1. Students in this course will focus on more advanced studio lighting and digital manipulation techniques. Students will have opportunities to showcase their work throughout the semester. Note that seniors will have priority in signing up for this class. Students will need to supply a digital camera (or a phone with camera).

# CADET CORE

The Cadet Core is a private military styled program that serves as an alternative to federal and state supported programs such as Junior ROTC. The mission of the Cadet Core is to help all students become their best version. It will offer our students an opportunity to participate in a military styled program and to develop physical and emotional stamina while being exposed to military tenets, leadership skills and character development. The program will be led by trained instructors who have experience as veterans or in law enforcement and have the passion to lead students in this capacity. We believe, as do the Cadet Core founders, that when students are inspired, motivated, and challenged the possibilities for their future are endless!

A few highlights of this program include:

- A military styled program with emphasis on teaching leadership, civics, and military science
- A program of study in ASVAB preparation for military readiness.
- A four year curriculum that is based on National and Core standards
- An opportunity to establish a Color Guard and present the colors during school and community events and ceremonies
- A combination of coursework in health and nutrition through exercise and wellness and physical fitness classes
- A way for students to learn workplace skills for future career success.

This is a 4-year program and students are encouraged to commit and complete all four yearlong courses.

## CADET CORE I

**Grades 9-12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Prerequisite: None**

**Fee: \$300 (optional, if students wish to purchase their uniform)**

Cadets enrolled in year 1 will learn the following: leadership values, the Cadet Core creed, military ranks, phonetic alphabet, military time, medals, ribbons, patriotism, health/nutrition, the effects of drugs and alcohol, suicide prevention, violence prevention, first aid, cold weather injuries, hot weather injuries, and goal setting. While studying these topics Cadets will also learn and regularly participate in drill and ceremony as well as physical training. All Cadets are promoted, assigned more responsibility, higher position, and move up in rank based on their individual performance. Cadets must maintain a military appearance (haircut, properly groomed, and shaved face) and wear a military style uniform once per week. Uniforms will be provided. Students will earn industry credentials in CPR and First Aid certification in this Core level. NOTE that there may be a mixture of students from different years in the classroom at the same time due to the progressive skill range of Cadets and differentiated instruction used. Due to individualized instruction, adjustments will be

made by the instructor to accommodate all students in the course.

## CADET CORE II

**Grades 10-12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Prerequisite: 1 credit earned in Cadet Core I**

Cadets enrolled in year 2 learn the following: military leadership, historical American documents, military organization, command structure, national security, department of defense, military history, and the concept of freedom. While studying these topics Cadets will also learn and regularly participate in drill and ceremony as well as physical training. All Cadets are promoted, assigned more responsibility, higher position, and move up in rank based on their individual performance. Cadets must maintain a military appearance (haircut, properly groomed, and shaved face) and wear a military style uniform once per week.

## CADET CORE III

**Grades 11-12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Prerequisite: 1 credit earned in Cadet Core II**

Cadets enrolled in year 3 of Cadet Core will learn about flag history, unit leader development, compass and map usage, land navigation, resume writing and interviewing skills. While

learning these topics, Cadets will continue to regularly participate in drill and ceremony as well as rigorous physical fitness training. All cadets will continue to be promoted, assigned more responsibility in higher positions, and move up in rank based on his/her individual performance. Military appearance (haircut, grooming, shaved face) and uniforms will be required weekly.

**CADET CORE IV**

**Grades 11-12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Prerequisite: 1 credit earned in Cadet Core III**

Cadets enrolled in year 4 will learn the following: ASVAB prep, college prep, study techniques, the basics of budgeting, credit, problem solving, leader communications, ethics, and etiquette/behavior skills. While studying these topics Cadets will also learn and regularly participate in drill and ceremony as well as physical training. All Cadets are promoted, assigned more responsibility, higher position, and move up in rank based on their individual performance. Cadets must maintain a military appearance (haircut, properly groomed, and shaved face) and wear a military style uniform once per week.



## CAPSTONE COURSES

All of the following yearlong courses will be designed to provide students who have not yet met the COMPETENCY requirement for graduation. ALL STUDENTS in these courses will still need to successfully acquire the 21 credits needed for graduation in the core and elective areas.

The components of these courses will include:

- Curriculum and instructional support to become certified on a state approved credential worth a total of 12 points
- Support toward earning 2 seals required to graduate: most likely OhioMeans Jobs and Community Service
- Advisory support in academic areas (time management, note taking, test taking, test prep, self-monitoring of grades, goal setting)
- Assistance with accessing tutoring, if necessary

### **Business Capstone**

**Grade 12**

**1Period Daily**

**Semester**

**½ Credit**

Students will work to earn the following credentials:

- Rise Up Retail Industry Fundamentals (3 points)
- Rise Up Customer Service and Sales (3 points)
- Rise Up Advanced Customer Service and Sales (3 points)
- Google AdWords (1 point)
- CPR (1 point)
- OSHA (1 point)

The Rise Up curriculum is delivered online and is self-paced, as is the Google AdWords and OSHA. The CPR will be delivered in person by a certified specialist in the field.

### **Microsoft Office Capstone**

**Grade 12**

**1Period Daily**

**Yearlong**

**1 Credit**

**Counselor/Administrator recommendation only**

**NOTE: This course also serves to satisfy the industry credentialing requirement in the alternate graduation pathway.**

This course will allow students to work towards earning business and industry credentials as a Microsoft Office Specialist (MOS). Not only is this credential recognized by the Ohio Department of Education as a viable pathway to high school graduation if coupled with a passing score on the WorkKeys exam, but it is also recognized in the business arena as viable proof of skill for employment. Students also have the opportunity to earn college credit from Tri-C with Microsoft Word and PowerPoint certificates.

This course, taught by a likewise credentialed staff member, will allow students to work towards certification in the following applications, depending on individual skill set: Microsoft Office 2016-Word, Excel, PowerPoint and Outlook. The goal of the course will be to accumulate certification across four exams. Students will have access to a blended learning and self-paced approach throughout this course, with some content being delivered online as well as teacher-led instruction. Preparation for success on the WorkKeys exam will also be included throughout this course, as well as at least one administration of the WorkKeys exam itself.

## CAREER & TECHNICAL EDUCATION (CTE) PATHWAYS

The challenging coursework in these career pathways will prepare students for post-secondary work or the workforce upon graduation from high school, many even offering the possibility of earning industry-recognized credentials. Please note that many pathways will require additional student fees for items such as uniforms, equipment, specific materials, etc.

We will continue to offer on-site comprehensive multi-course program sequences at Bedford High School as well as stand-alone electives from which students can choose. If you are interested in further details about any of the offerings below please refer to the Bedford Career Tech Handbook or **see your school counselor or building administrator.**

Career Field	Arts & Communication			
Pathway 1	Audio Engineering			
Course 1	AUDIO BROADCASTING - Subject Code: 340130			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	Sound is essential to broadcast journalism and advertising. Students compare and contrast how sound alone and sound combined with visuals can entertain, inform and initiate action. They generate content, record, edit, mix and produce voice and music for airwaves, podcasts and/or Internet. They adapt for analog and digital audio while adhering to Federal Communication Commission rules and regulations related to bandwidth and advertising.			
Course 2	MUSICAL ENGINEERING - Subject Code: 340135			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	Students put music theory and basic music skill into practice as they engineer sound for live and recorded production. They create, capture, edit, mix and synchronize music into audio and video tracks of various formats. Topics include acoustics, reflection, absorption of sound and reverberation. Students create products based on research of audience sensitivity and need and do so in compliance with laws related to intellectual property and competition.			
Course 3	VIDEO PRODUCTION - Subject Code: 340145			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1
Description	This course focuses on video production for commercial use. Students plan and coordinate work with clients to produce projects on a tight timeline. They learn how to read and interpret a script, select and maintain equipment and combine graphics, text and special effects. Skills attained include pre-production documentation and planning; in-production audio and video recording; and post-production editing and distribution.			
Course 4	MULTI-MEDIA WEB PRODUCTION - Subject Code: 340160			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1

Description	The focus of this course is on merging different types of media on the Internet. Students combine text, still photography, audio, videography and graphic arts to create interactive Web pages. They demonstrate creative, digital storytelling accessible from multiple platforms. Students learn project management and marketing. They learn how to create Web content that is accessible by individuals with visual disabilities.			
Pathway 1	Visual Communication			
Course 1	VISUAL CREATION - Subject Code:			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	A keen eye for detail, art elements, design principles and styles of art are essential to the world of visual communications. Students learn proper composition with such principles as color theory, typography and drawing. They create designs targeted for the Internet and for two- or three-dimensional products while adhering to copyright laws and deadlines.			
Course 2	VISUAL DISTRIBUTION - Subject Code:			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	Students analyze customer preferences to determine product creation, production and delivery. From a four-color vehicle wrap to a spot varnish that adds spark to an annual report cover, students learn techniques to enhance product uniqueness in the graphic arts industry. They compare the differences of customer impact between using traditional mass distribution to individual consumer targeting. Among strategies engaged are Variable Data Imaging (VDI), Quick Response (QR) codes and e-mail blasts.			
Course 3	DIGITAL MEDIA ART - Subject Code:			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1
Description	This course focuses on digital technology for products accessed through computers, mobile devices, game consoles, projectors, radio and TV. Students apply techniques to digitize drawing, painting and typography. They analyze the effects of single-color and multi-color output. They identify advantages and disadvantages of digital communications from philosophical, ethical, creative and commercial output perspectives. Products are critiqued for design, production quality and customer impact.			
Course 4	ADVERTISING AND COMMUNICATION - Subject Code: 340340			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1
Description	Creators and producers of graphic images must understand how to integrate and adapt creations for multiple marketing purposes. Students research and analyze the power of visuals in advertising campaigns and public relations events. Using the principles of advertising and visual communications, they develop strategies and products for specific purposes and audiences. They use logos, images and type integrated strategically to create both printed and electronic products on a theme.			

Course 5	DIGITAL IMAGE EDITING - Subject Code: 340120			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1
Description	This course focuses on manipulating images for final output through print and Web-based production. Students obtain a brief perspective on analog image editing and delve into the world of editing digital photos, illustrations and other artwork. They learn to adjust resolution and exposure, modify color, compress data and format and manage files. Students will use problem-solving strategies and work collaboratively to complete the creative process with artists, printers and Web developers.			

Career Field	<b><u>Business Administration Services &amp; Entrepreneurship</u></b>			
Pathway 1	<b><u>Business Management</u></b>			
Course 1	FUNDAMENTALS OF BUSINESS - 500			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	This is the first course specific to the Business and Administrative Services career field. It introduces students to the specializations offered in Business and Administrative Services. Students will obtain fundamental knowledge and skills in general management, human resources management, operations management, business informatics and office management. They will acquire knowledge of business operations, business relationships, resource management, process management and financial principles. Students will use technological tools and applications to develop business insights			
Course 2	OFFICE MANAGEMENT - 505			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	Students will simulate an office environment, using office equipment as they complete real world projects developing skills needed to manage people and information. They will learn and use Spreadsheets, Database, PowerPoint and Word Processing to complete business projects typically, as well as create, analyze, understand and manage business records. Students develop leadership and communications skills needed in management, learning to create reports, and other professional correspondence required in the real world. Career awareness will also be included in this course.			
Course 3	MANAGEMENT PRINCIPLES - 510			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1
Description	Students will learn to manage a workforce, lead change, and build relationships with employees and customers, using technology to analyze the internal and external business environment, determine trends impacting business, and examine risks threatening organizational success. Ethical challenges, project management and strategic planning will also be addressed			
Course 4	OPERATIONS MANAGEMENT - 511			

	Grade: 12	Period: 1	Length: Yearlong	Credit: 1/2
Description	Students will learn to plan, organize, and monitor daytoday business activities. They will use technology to plan production activities, forecast inventory needs, and negotiate vendor contracts. Students will also calculate breakeven, set cost volume profit goals, and develop policies and procedures to promote workplace safety and security. They will design sustainability plans, including planning for quality improvement. Corporate social responsibility, ethics, risk management and compliance will be emphasized. Membership in the student organization, Business Professionals of America (BPA) is required.			
Pathway 2	Marketing			
Course 1	MARKETING APPLICATIONS - 574			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students will develop and implement marketing strategies and techniques across marketing functions: channel management, marketing research, market planning, pricing, product/service management, and branding. They will use marketing operations, procedures and activities to ensure marketing's efficiency and effectiveness. Students will generate, screen, and develop new product ideas. They will predict economic trends and conditions and determine how cultural intelligence can impact organizations. Technology, employability skills, leadership, and communications will be incorporated into classroom activities.			
Course 2	DIGITAL MARKETING - 575			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students will apply tools, strategies, and processes to communicate digitally with targeted customers. They will create, implement, and critique online advertising, email marketing, websites, social media, mobile marketing, search engine optimization, video or images, and podcasts/webcasts. Students will apply project management techniques to guide and control digital communications efforts. They will also create and repurpose content for use in digital environments. Technology, employability skills, leadership, and communications will be incorporated into classroom activities.			
Course 3	MERCHANDISING & BUYING - 507			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	With an attached class period for students to work in the school store, currently slated to run periods 6, 7th, and 8th. This will incorporate the WBL component. Students will determine what to buy, when to buy, how much to buy, and from whom to buy products for resale. They will develop a product mix and apply display and visual merchandising techniques. Students will also implement sales support activities, process sales, track products, and plan merchandise flow. Students will establish and grow positive customer relationships. Technology, employability skills, leadership, and communications will be incorporated into classroom activities.			
Course 4	STRATEGIC ENTREPRENEURSHIP - 504			

	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will use innovation skills to generate ideas for new products and services, evaluate the feasibility of ideas, and develop a strategy for commercialization. They will use technology to select target markets, profile target customers, define the venture's mission, and create business plans. Students will take initial steps to establish a business. Students will calculate and forecast costs, break-even, and sales. Establishing a brand, setting prices, promoting products, and managing customer relationships will be emphasized.			

Career Field	Construction Technologies			
Pathway 1	Construction Technology (may not start until the 2025-2026 school year)			
Course 1	CORE and SUSTAINABLE CONSTRUCTION - Subject Code: 178000			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	Students will learn principles in basic safety (10-hr OSHA), construction math, hand and power tool area and operation, blueprint reading, material handling, communication and employability skills. An emphasis will be placed on safe and green construction practices. WenXam - MC20			
Course 2	STRUCTURAL SYSTEMS - Subject Code: 178003			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	Students will learn procedures and techniques required for layout and framing of walls and ceilings, including roughing-in door and window openings, constructing corners and partitions; bracing walls and ceilings; and applying sheathing. Students will learn methods of roof, cold formed steel, and wood stair framing. Students will learn site and personal safety, material properties, design procedures, and code requirements for structural systems. WebXam - MC23			
Course 3	CARPENTRY AND MASONRY TECHNICAL SKILLS - Subject Code: 178001			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	This first course in the pathway will introduce to students the materials, methods, and equipment used in carpentry and masonry. Students will organize a project work sequence by interpreting plans and diagrams within a construction drawing set. They will layout and install basic wall, floor and roof applications. Students will perform introductory concrete applications including formwork, reinforcement, mixing, and finishing. Current advancements in technology, safety, applicable code requirements and correct practices are learned. WebXam - MC21 Needs to be passed for students to earn CTAG			
Course 4	STRUCTURAL COVERINGS and FINISHES - Subject Code: 178004			

	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	<p>This course will address applications of interior and exterior finish work. Students will identify material properties and select for the appropriate application. Students will install thermal and moisture protection including roofing, siding, fascia and soffits, gutters, and louvers. Students will install drywall; trim-joinery and molding and apply wall, floor and ceiling coverings and finishes. Throughout the course, the safe handling of materials, personal safety, prevention of accidents and the mitigation of hazards are emphasized.</p> <p>WebXam - MC24</p>			

Career Field	Education & Training			
Pathway 1	Teaching Professionals			
Course 1	FOUNDATIONS OF EDUCATIONAL TRAINING - 804			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	<p>In this first course in the career field, students will examine the goals of education and training as well as environments in which education and training are delivered. They will identify learners' and stakeholders' roles, rights and responsibilities in educational systems; assess legal and ethical issues related to education; and determine careers of interest in education and training. Employability skills and state requirements for becoming an educator will also be addressed.</p>			
Course 2	CHILD AND ADOLESCENT DEVELOPMENT - 805			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	<p>Students will examine and apply the theoretical foundations of human growth and development to children and adolescents. Additionally, learners will determine children's learning styles; stages of social, emotional, cognitive and physical development; and needed accommodations in educational settings. Throughout the course, family and community engagement, cultural influences on learners and language growth and development will be emphasized.</p>			
Course 3	EDUCATIONAL PRINCIPLES -			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	<p>In this first course in the pathway, students will research the historical perspectives and theories of education used in the forming of their own personal educational philosophy. Students will assess legal, ethical and organizational issues. Additionally, students will assess developmental appropriate practices and identify challenging issues associated with teaching children with diverse needs. Career planning, professional guidelines and ethical practices will also be emphasized.</p>			
Course 4	COMMUNITY, SCHOOLS AND STAKEHOLDERS -			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	<p>Communities, Schools and Stakeholders Subject Code: 350225 Students will examine the relationship of families, communities and schools in the growth and development of learners. They will implement strategies to actively involve families and communities in child development and learning, determine community resources and services available to families and schools, and act as advocates for students and learning. Throughout the course, working with socially, culturally, linguistically diverse</p>			

families will be emphasized.
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Career Field	Engineering & Science Technologies			
Pathway 1	Tech, Robotics and Machining			
Course 1	ENGINEERING PRINCIPLES - Subject Code: 175002			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This course will introduce students to fundamental engineering concepts and scientific principles associated with engineering design applications. Topics include mechanisms, energy statics, materials and kinematics. Additionally, students will learn material properties and electrical, control and fluid power systems. Students will learn to apply problem solving, research and design skills to create solutions to engineering challenges			
Course 2	ENGINEERING DESIGN - Subject Code: 175001			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students will learn the application of the engineering design process. Topics include work-processes, optimization methods, design optimization and risk management tools. Students will use 2D and 3D modeling software to help them design solutions to proposed problems, document their work and communicate solutions. Additionally, students will interpret industry prints and create working drawings from functional models. Emphasis is given to experimental problem solving in real systems.			
Course 3	ROBOTICS - Subject Code: 175004			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will apply the knowledge and skills necessary to program and operate robots, using the teach pendant as the main interface point. Students will learn robotic operations and system configurations. Students will code, compile and debug programs using the robotic programming language.			
Course 4	MANUFACTURING OPERATIONS - Subject Code: 175003			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will learn the production processes applied across manufacturing operations. Students will be able to demonstrate a broad array of technical skills with an emphasis given to quality practices, measurement, maintenance and safety.			

Career Field	Health Sciences & Human Services			
Pathway 1	<p style="text-align: center;"><b>Clinical Health</b></p> Proof of U.S. citizenship, a criminal record background check, a drug test, and up-to-date immunizations are required for clinical experiences. This may require a full vaccination against Covid-19. Satisfactory attendance and discipline records are			



	<p>required.</p> <p>Prerequisite Biology, Algebra 1, Chemistry, Algebra 2</p> <p>Fees - Students provide their own Pewter Grey scrubs (top and pants), wristwatch, and shoes.</p> <p>Fee \$20. year 1 Fee \$52. year 2</p> <p>Additional payments may be required for field trips.</p>			
Course 1	HEALTH SCIENCE & TECHNOLOGY - 784			
	Grade: 11	Period: 3	Length: Semester	Credit: 1.5
Description	<p>Prerequisites: Algebra I</p> <p>This is the first course in the health science program. It will provide students an overview of the communication, ethics and law in healthcare, information technology, culture, organizational structure, some body systems, basic medical terminology, safety, wellness, pharmacology terms, nutrition, dental care, infections control, end of life, basic laboratory tests. Patient care skills are reviewed in preparation for the Patient Centered Care course and STNA exam.</p>			
Course 2	MEDICAL TERMINOLOGY - 786			
	Grade: 11	Period: 3	Length: Semester	Credit: 1.5
Description	<p>Prerequisites: Health Science/Technology</p> <p>This course will build upon previous medical term lessons from last year, but a new student should be able to learn the same knowledge with motivation to learn medical terminology. Medical terminology is similar to learning a foreign language. Students are given rules, frequent repetition of writing, defining, and using the terms, which will aid them in knowing medical terminology. During this course assignments are given on body systems, Pharm terms, systems, and medical specialties, Infection control, microbiology taxonomy basics, health information technology, Law and healthcare, HIPPA, electronic health records defined.</p>			
Course 3	PATIENT CENTERED CARE - 785			
	Grade: 12	Period: 3	Length: Semester	Credit: 1.5
Description	<p>Prerequisites: Health Science and Technology, Medical Terminology</p> <p>This course will build upon the health science and technology course. There is some repetition and continuation of knowledge in similar areas, but more depth and comprehension will be gained. Students will discuss careers and skills to keep the position, communication, ethics and law, informational technology, culture, employee performance, human body function and pathophysiology, medical terminology, Safety and infection control, wellness and immunizations, CPR and AED skills (not CPR certifications), nutrition and drugs, exercise and range of motion. You learn to assist patients in activities of daily living (personal hygiene &amp; grooming). Students will learn patient care skills, temperature, pulse, respiration, IV, blood sugar test, and etc. In addition, students will be required to have a Mantoux (TB) test (approx. \$20)</p>			

Course 4	MENTAL HEALTH - 787			
	Grade: 12	Period: 3	Length: Semester	Credit: 1.5
Description	<p>Prerequisites: Health Science/Technology, Patient Centered Care, Medical Terminology</p> <p>This course is the last course in the Health Science program. Students will learn mental diseases as well as how to recognize and treat the signs and symptoms of mental illness and substance abuse. We cover the following additional topics: nervous, sensory and endocrine system, endocrine systems, levels of consciousness, medical terminology, safety, disasters, chemical restraints, pharmacology terms, healthcare systems, medical specialists, communication, infections control and isolation, psychosocial and crisis intervention, end of life care, health information, confidentiality, and electronic health record defined.</p>			
<b>Pathway 2</b>	<b>Project Lead The Way (PLTW) Biomedical Science</b>			
Course 1	PRINCIPLES OF BIOMEDICAL SCIENCES (PBS) - 327			
	Grade: 11	Period: 2	Length: Year long	Credit: 1
Description	<p>In this first course in the PLTW Biomedical Science pathway, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the semester, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatments to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency and collaborating with others to design solutions to local and global medical problems. Students will gain laboratory skills, clinical skills, scientific experimentation skills, design process skills and professional skills.</p> <p><b>Prerequisite:</b> Biology  <b>Recommendation:</b> It is strongly recommend that Chemistry should be taken before starting this pathway or concurrently.</p>			
Course 2	HUMAN BODY SYSTEMS (Human Anatomy/Physiology) - 326			
	Grade: 11	Period: 2	Length: Semester	Credit: 1
Description	<p>In this second course in the PLTW Biomedical Science pathway, students examine the interactions of human body systems as they explore identity, power, movement, protection and homeostasis in the body. Over the course of the semester, students will be exploring science in action by building organs and tissues on a skeletal Maniken®, using data acquisition software to monitor body functions and will be taking on the roles of biomedical professionals to solve real-world cases. Students will solve problems that require them to develop planning, documentation, communication and other professional skills such as laboratory skills, clinical skills and scientific experimentation skills.</p> <p><b>Prerequisite: Principles of Biomedical Science (PBS)</b></p>			
Course 3	<p>MEDICAL INTERVENTIONS (MI) - 346</p> <p><b>Note:</b> This course will be offered to Senior students starting with the 2025-26 school year.</p>			

	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	TBA			
Course 4	BIOMEDICAL INNOVATIONS (BI) (Biotechnology for Health & Disease) - 347 <b>Note:</b> This course will be offered to Senior students starting with the 2025-26 school year.			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	TBA			
Pathway 3	Pharmacy Tech			
Course 1	PHARMACOLOGY - Subject Code: 072085			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students will apply the principles of pharmacology in order to read, interpret and dispense prescriptions. They will learn how medications are classified and administered. Students will study the impact of drugs on different systems of the body, interaction of drugs, side effects and effectiveness in relation to dosages.			
Course 2	MEDICAL TERMINOLOGY - Subject Code: 072150			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This course focuses on the applications of the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary. Topics include using the appropriate abbreviations and symbols for anatomical, physiological and pathological classifications and the associated medical specialties and procedures. Students will decipher medical terms by identifying and using word elements with an emphasis on derivation, meaning, and pronunciation. Further, students will interpret and translate medical records and documents.			
Course 3	LIFESPAN DEVELOPMENT & MEDICAL INTERVENTION - Subject Code: 072060			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students gain necessary skills and knowledge to meet the needs of individuals from infancy through the human life cycle in a safe, legal, and ethical manner using the nursing process. Topics include physical, psychological, and cultural variations associated with maturing and aging. Emphasis will be placed on regulatory compliance, patient assessment, patient safety, and medical interventions. Additionally, students use psychomotor nursing skills to assist in day-to-day patient care activities.			
Course 4	HEALTH SCIENCE and TECHNOLOGY - Subject Code: 072001			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	This first course in the career field provides students an overview of the opportunities available in the healthcare industry. Students will learn fundamental skills in effective			

	and safe patient care that can be applied across a person's lifespan. They will also be introduced to exercise science and sports medicine, the field of biomedical research and the importance of managing health information.			
Course 5	HEALTH SCIENCE CAPSTONE - Subject Code: 072105			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in the Health Sciences program in a more comprehensive and authentic way. Capstones often include project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.			
Pathway 4	Sports Medicine & Exercise			
Course 1	EXERCISE AND ATHLETIC TRAINING - Subject Code: 072000			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	In this, first course students will apply procedures and techniques used in athletic training and in the care and rehabilitation of athletic injuries and therapeutic exercise. Topics include injury prevention, conditioning, and wound care techniques of the musculoskeletal system. Students will learn techniques in the analysis of mechanical factors related to human movement. In addition, current trends, technology, legal considerations, and the role of exercise science in relationship to other health fields will be emphasized.			
Course 2	ATHLETIC INJURY PREVENTION - Subject Code: 072025			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students will identify signs and symptoms of injury and apply emergency procedures and techniques used in the immediate care of athletic-related trauma. Students will learn clinical and field evaluative processes, injury prevention techniques, conditioning techniques, treatment, taping, bracing, and rehabilitation of musculoskeletal injuries and conditions. Students will design and implement conditioning programs, including nutritional considerations and ergogenic aids. Emphasis is placed on the synthesis of information gathered through injury history, observation, and manual muscle testing.			
Course 3	ANATOMY & PHYSIOLOGY - Subject Code: 072040			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	In this course, students will demonstrate knowledge of body systems with emphasis on the interrelationships between structure and physical function. Students will analyze and evaluate how the body systems respond to physical activity, disease, and aging. Students will use data acquisition software to monitor abnormal physiology and body functions (e.g., muscle movement, reflex, respiratory, and voluntary actions). Further, students will analyze descriptive results of abnormal			

	physiology and evaluate clinical consequences.			
Course 4	FITNESS EVALUATION AND ASSESSMENT - Subject Code: 072020			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will complete comprehensive fitness evaluations and develop individualized training programs. Students will administer lab and field tests of cardiovascular endurance, body composition, joint flexibility and muscular strength, power, and endurance. Emphasis is placed on assessing body composition, neuromuscular flexibility, agility, balance, coordination, and proprioception. Additionally, students will identify components of physical fitness and communicate how physical activity impact health and wellness.			
Course 5	NUTRITION AND WELLNESS - Subject Code: 072015			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will increase their knowledge of comprehensive health and wellness. Students will be able to identify the components of fitness and communicate the relationship between physical fitness, physical performance, injury prevention, and nutritional intake. Students will evaluate an individual's state of nutrition based upon the impact of personal choices and social, scientific, psychological and environmental influences. Further, students will calculate an individual's kilocalorie burn rate and recommend an ideal diet and physical fitness plan.			
Pathway 5	Coding Health Information Systems			
Course 1	MEDICAL TERMINOLOGY - Subject Code:			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This course focuses on the applications of the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary. Topics include using the appropriate abbreviations and symbols for anatomical, physiological and pathological classifications and the associated medical specialties and procedures. Students will decipher medical terms by identifying and using word elements with an emphasis on derivation, meaning, and pronunciation. Further, students will interpret and translate medical records and documents.			
Course 2	HEALTH INFORMATION TECHNOLOGY - Subject Code:			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This course introduces electronic health information systems, designs, implementation, and application. Students gain knowledge and skills in techniques for managing and maintaining electronic health data and compilation, analysis of healthcare statistics, research protocols and techniques. Topics include imaging technology, information security and integrity, data dictionaries, basic statistical principles, databases, registries, descriptive statistics, research protocol monitoring, including data collection and analysis, data sources/sets, archival systems, and quality and integrity of healthcare data.			

Course 3	HEALTH INFORMATION MANAGEMENT - Subject Code:			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will collect and analyze health care data to prepare medical records. Topics include managing patient health information, administering computer systems for records management, and coding diagnosis and procedures for healthcare services. Students will analyze legal and ethical issues and the role of health records management in the industry.			
Course 4	BILLING AND CODING - Subject Code:			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students develop, evaluate, and implement billing and record systems for health information data using various classification systems to code and categorize patient information. Topics include health record content and structure, diagnostic coding, legal and compliance requirements. Students will record transactions, process payments, and manage patient accounts. Further, students gain knowledge using coded data to produce and submit claims to insurance companies; reviewing and appealing unpaid and denied claims; and for handling collections on unpaid accounts.			

Career Field	Hospitality & Tourism			
Pathway 1	Culinary Arts			
Course 1	HOSPITALITY FUNDAMENTALS - Subject Code: 330000			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This first course in the career field will introduce students to culinary arts, foodservice operations, lodging, travel and tourism. Students will obtain knowledge of customer service principles and examine the impact of cultural, historical, social and technological developments on key segments of the industry. They will also apply safety and sanitation techniques to prevent and control injuries, illnesses and diseases in the workplace. Business law, employability skills, leadership and communications will be addressed.			
Course 2	FUNDAMENTALS OF FOOD PRODUCTION - Subject Code: 330100			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students will prepare food products and beverages according to standardized recipes. They will apply plating and presentation principles to deliver attractive menu items, establish food specifications and prep lists, and develop ingredient and portion control guides. Safety and sanitation, standard knife skills, and culinary math will be emphasized. Employability skills, leadership and communications will also be incorporated.			
Course 3	DINING ROOM AND SERVICE OPERATION - Subject Code: 330110			

	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will apply strategies and techniques to identify and meet dining guest needs. They will provide table and beverage service; maintain eating areas, meeting spaces and serving stations; manage online reservations and orders; and monitor table turns, wait lines and table assignments. Nutritional analysis, types of table service, safety and sanitation, cultural intelligence, employability skills and communications will also be addressed.			
Course 4	RESTAURANT MANAGEMENT - Subject Code: 330120			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will apply management principles to plan, organize and direct restaurant staff toward goal achievement. They will hire, train, and supervise employees; establish processes to facilitate restaurant operations; and plan and design menus. Students will also forecast and schedule food production, establish food specifications, select vendors, calculate costs, and purchase food and nonfood products. Other topics include food science, nutritional analysis, business law and ethics, economics and marketing.			

Career Field	Human Service			
Pathway 1	Cosmetology			
Course 1	FUNDAMENTALS of HAIR CUTTING and STYLING - Subject Code: 174125			
	Grade: 11	Period: 2	Length: Year long	Credit: 2
Description	Students will learn basic shampooing, conditioning and haircutting including trimming, wet styling and thermal styling techniques when working with natural and synthetic hair. Students will also learn infection control and safety along with the science of ergonomics.			
Course 2	FUNDAMENTALS of CHEMICAL SERVICES - Subject Code: 174135			
	Grade: 11	Period: 2	Length: Year long	Credit: 2
Description	Students will apply basic skills, knowledge, and safety practices when giving permanent/chemical waves, curl re-forming, chemical relaxers and hair color techniques to include tinting, highlighting, bleaching, and foiling			
Course 3	ADVANCED HAIR CUTTING AND STYLING - Subject Code: 174130			
	Grade: 12	Period: 2	Length: Year long	Credit: 2
Description	Students will learn advanced cutting and formal styling using specialized equipment and techniques. This course offers enhanced training in current trends and razor techniques.			
Course 4	ADVANCED CHEMICAL SERVICES - Subject Code: 174140			

	Grade: 12	Period: 2	Length: Year long	Credit: 2
Description	Students will learn advanced chemical services using specialized products and techniques. Students will do advanced coloring, dimensional coloring, corrective techniques, texturizing, and advanced chemical wave wrapping techniques.			

Career Field	Information Technology			
Pathway 1	Cybersecurity			
Course 1	CYBER 1 - Subject Code:			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This is the first course in the Paradigm Cybersecurity curriculum program. Students do not need any prior knowledge in cybersecurity or computer science. They will focus on technical knowledge and professional skills . They will experience hands-on learning through the CYBER.ORG Cyber Range, development of Cyber Mindsets and work with industry subject matter experts.			
Course 2	CYBER 2 - Subject Code:			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This is the second course in the Cyber Program. Cybersecurity 2 is heavily aligned with the CompTIA Security+ Certification with the goal of students earning their Security+ Certification before graduation. Students can expect more opportunities for real-world learning through labs, access to cyber ranges, industry mentors, job shadowing, and presentations by cyber experts. Students will deepen their understanding of cybersecurity through participation in national cybersecurity competitions. Cybersecurity 2 also includes dual enrollment opportunities.			
Course 3	CYBER 3 - Subject Code:			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	The third course in the Paradigm Cybersecurity program is designed as a capstone for the program. Students will focus on a specific area or areas of cybersecurity. Students will determine this area of focus through the coaching of industry mentors and the classroom teacher. Some of these topics include; Ethical Hacking, Cyber Forensics, Pen Testing, Cloud Security and many other options. Students will also have the opportunity to earn Dual Credit in this area of focus. Beyond technical skills, students in Cybersecurity 3 will also get targeted coaching in resume building, interviewing, building a personal brand, college advising and job coaching. Cybersecurity 3 will also have numerous opportunities for job shadowing and internships, along with other outside of school industry experiences.			

Career Field	Law and Public Safety			
Pathway 1	Fire and EMT			



Course 1	FOUNDATIONS OF FIREFIGHTING and EMERGENCY MEDICAL SERVICES - Subject Code: 170342			
	Grade: 11	Period: 2	Length: Year long	Credit: 2
Description	Fire Fighting and Emergency Medical Services introduces students to the foundational concepts of firefighting safety and emergency medical services. Students will analyze and practice skills outlined in the Ohio Department of Public Safety Fire protection and Ohio Emergency Medical Services rules and regulations in preparation for Firefighter I&II curriculum and EMT licensure.			
Course 2	EMERGENCY MEDICAL TECHNICIAN - Subject Code: 170345			
	Grade: 12	Period: 2	Length: Year long	Credit: 2
Description	Emergency Medical Technicians are first responders who provide basic medical care to sick and injured people. In this course, students will learn the knowledge and skills necessary to provide lifesaving first aid. Students will assess, diagnose, and treat a variety of illnesses and injuries in the process of providing pre-hospital care. Students who successfully complete this course at a chartered institution will be eligible to take the National Registry Exam for Ohio EMT certification.			
Course 3	FIREFIGHTER I & II - Subject Code: 170343 & 170344			
	Grade: 12	Period: 2	Length: Year long	Credit: 2
Description	The Firefighter I course prepares students for a career in the fire service. Students learn the history of firefighting, ground operations, fire science, fire suppression, use of protective equipment, rescue equipment, tools and appliances. Students will apply knowledge by training with fire equipment, live fire exercises, and practicing a variety of rescue situations. Students that successfully complete this course at a chartered institution will be eligible to take the Ohio Firefighter I certification test. The Firefighter II course builds on the knowledge and skills learned in Firefighter I. In this course students will apply knowledge and skills to advanced training in fire suppression, fire science, rescue, equipment, tools, appliances, and hazardous materials operations. Students who have completed Firefighter I and successfully complete this course at a chartered institution will be eligible to take the Ohio Firefighter II certification test.			
Pathway 2	Criminal Justice			
Course 1	AMERICAN CRIMINAL JUSTICE SYSTEM - Subject Code: 170911			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This first course in the Criminal Justice pathway traces the history, organization, and functions of local, state, and federal law enforcement. Students will study criminal behavior and apply constitutional and criminal law to crime and punishment. Students will learn law enforcement terminology, classifications and elements of crime, and how various court systems are used to judge and punish offenders.			
Course 2	SECURITY PROTECTIVE SERVICES - Subject Code: 170912			

	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Private Security is an ever-expanding industry that requires trained professionals that can detect, deter, and investigate crime. The course focuses on private security measures used to protect lives, property, and proprietary information. Students completing the Ohio Peace Officer Training Academy Private Security curriculum provided by an approved instructor will be eligible to sit for the OPOTA certification exam as a private security guard.			
Course 3	POLICE WORK & PRACTICE IN PUBLIC SAFETY - Subject Code: 170913			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	In this course, students will learn the skills necessary to prevent, detect and react to crime. Students will learn self-defense and subject control techniques, methods to conduct patrols, surveillance, and traffic procedures. Students will understand the ethical and legal responsibilities of police officers on patrol. Additionally, students will learn the operations of police and emergency telecommunication systems.			
Course 4	THE CORRECTIONAL SYSTEM AND SERVICES - Subject Code: 170915			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	The correctional officer plays a critical role in the criminal justice system. In this course students will learn institutional rehabilitation and community corrections strategies that prepare them for work in a correctional setting. The student will learn the role and responsibilities of a correctional officer including processing inmates, maintaining security in a correctional setting, and understanding inmate mental health needs.			

Career Field	<b><u>Transportation</u></b>			
Pathway 1	<b><u>Automotive/Ground Transportation</u></b>			
	Student Club: SkillsUSA Fees: \$15.50 per year membership, \$100.00 uniform fee  *Uniform fee will cover 2 work shirts and 2 work pants. Any student entering into an automotive technology course will need to pay this fee. Uniforms are to be used for both their junior and senior year. Any additional uniforms will need to be purchased at the expense of the student.			
Course 1	MAINTENANCE - 744			
	Grade: 11	Period: 2	Length: Semester	Credit: 1
Description	In this course, students will apply skills needed to inspect and perform general service on vehicles. Students will research applicable safety protocols, service information and technical service bulletins, and perform maintenance on vehicles. Students will inspect and service basic engine, drive train, suspension, steering, 3 electrical and braking systems. Students will perform basic vehicle maintenance including but not limited to fluid changes, tires, flat repairs, filter replacements, tune ups and more.			

Course 2	STEERING, SUSPENSION, BRAKES - 741			
	Grade: 11	Period: 2	Length: Semester	Credit: 1
Description	<p>Prerequisites: Maintenance; Electrical/Electronic Systems</p> <p>Students will perform inspections, troubleshoot malfunctions and service automotive brake systems. Students will identify poor performing hydraulic brake systems and replace malfunctioning components. Additionally, students will disable and enable supplemental restraint systems (SRS) and replace anti lock brake systems components.</p>			
Course 3	ELECTRICAL SYSTEMS - 740			
	Grade: 12	Period: 3	Length: Semester	Credit: 1.5
Description	<p>Prerequisites: Maintenance, Brakes</p> <p>Students will learn the fundamentals of direct current (DC) electronics including series, parallel, and series/parallel circuits. Students will use electronic diagnostic tools, read wiring diagrams, and utilize printed and electronic repair manuals to troubleshoot electrical circuits, test components and replace defective modules. Students will diagnose and repair vehicle electrical systems, including chassis electrical, charging, starting and lighting systems.</p>			
Course 4	ENGINE PERFORMANCE - 742			
	Grade: 12	Period: 3	Length: Semester	Credit: 1.5
Description	<p>Prerequisites: Maintenance, Brakes</p> <p>Students will research vehicle service histories using model specific service bulletins. Students will test and diagnose engine performance in fuel, air induction and exhaust systems using advanced testing procedures. Topics include computerized engine controls including retrieving and recording diagnostic trouble codes using On Board Diagnostics (OBD). Additionally, students will diagnose driveability and emissions problems resulting from malfunctions of interrelated systems.</p>			

## CAREER READINESS ELECTIVES

Some courses in this section may be identical to courses within a CTE Pathway, but can be taken (when offered) as electives. Students may elect to take one of these courses if they are curious but not ready to fully commit to a 2 year CTE Pathway.

### EMPLOYABILITY IN THE MARKETPLACE

**Grade 9, 10 Semester**                      **1 Period Daily**  
**1/2 Credit**

This course is intended to give students an overview of the various offerings in the Career Technical program at the high school and the “soft skills” needed to be successful in each particular workforce. Students will work to develop their skills in communication (oral and written), personal goal setting, leadership, teamwork, business etiquette, and ethics in the workplace. Through project-based problem-solving and critical thinking activities in small groups and individually, students will explore the issues and concerns of various careers in the automotive industry, the business and marketing arena, information technology, and health care. Career interest surveys, the development of online career portfolios, and classroom visits to the various career-technical programs available at the high school will assist students with well-informed career and academic pathway decisions in the future. Students will also be given the opportunity to shadow these programs as well as local businesses. Students will earn volunteer hours by doing one class volunteer project, and one individual volunteer project.

The class volunteer project may take place at the Food Bank, homeless shelter, etc...; Students will take a field trip to the location  
The Individual volunteer project: Student selects location to volunteer (hospital, recreation center, church, etc), completes 3-5 hours in total, and must complete the volunteer document and have it signed by a supervisor.

### COMPUTER APPLICATIONS

**Grades 9, 10, 11, 12 Semester**                      **1 Period Daily**  
**1/2 Credit**

This course is intended for computer users not computer programmers. Students receive hands-on experience in Microsoft Word, Excel, Power-Point, and Access. Students will focus on practical use of these programs for personal, school and work related activities.

### PERSONAL FINANCIAL MANAGEMENT

**Grades 10, 11, 12 Semester**                      **1 Period Daily**  
**1/2 Credit**

This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets using checking and saving accounts, and will gain knowledge in finance, debt and credit management, and will evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence

### PROFESSIONAL WORK EXPERIENCE

#### CAPSTONE

**Grades 12 Yearlong**                      **2 Periods Daily**  
**2 Credits**

Step into the real world. Reserved for students in the senior year, the Professional Work Experience Capstone gives students access to the real world through internships and job placement opportunities. Students will utilize employability skills gained in courses at BHS in personalized, paid positions, throughout the Bedford area. Students must be able to work a minimum of 12 hours per week and have reliable transportation. Students will receive hands-on instruction on resume development, interviewing skills and generalized employability skills including written and oral communication, time management and project management. Students will be supervised and evaluated by the classroom instructor as well as the direct employer.

#### MICROSOFT OFFICE CAPSTONE

**Grades 12 Yearlong**                      **1 Period Daily**  
**1 Credit**

**Prerequisite: Counselor/Administrator recommendation only**

**NOTE: This course also serves to satisfy the industry credentialing requirement in the alternate graduation pathway.**

This course will allow students to work towards earning business and industry credentials as a Microsoft Office Specialist (MOS). Not only is this credential recognized by the Ohio Department of Education as a viable pathway to high school graduation if coupled with a passing score on the WorkKeys exam, but it is also recognized in the business arena as viable proof of skill for employment. Students also have the opportunity to earn college credit from Tri-C with Microsoft Word and PowerPoint certificates.

This course, taught by a likewise credentialed staff member, will allow students to work towards certification in the following applications, depending on individual skill set: Microsoft Office 2016-Word, Excel, PowerPoint and Outlook. The goal of the course will be to accumulate certification across four exams. Students will have access to a blended learning and self-paced approach throughout this course, with some content being delivered online as well as teacher-led instruction. Preparation for success on the WorkKeys exam will also be included throughout this course, as well as at least one administration of the WorkKeys exam itself.

### **INTRODUCTION TO TEACHING**

**Grades 9, 10** **1 Period Daily**  
**Semester** **½ Credit**

Introduction to Teaching 1 is designed to prepare students for careers in the education field. This course will examine careers in early childhood, elementary, secondary, and postsecondary education. Students learn the foundations of education, human growth and development, brain development, teaching strategies, classroom management, and instructional planning and assessment. Technology, professionalism, and academic skills are integrated throughout the course work. There is also an opportunity for an extended learning experience where the students will go into schools and work with a mentor teacher.

### **INTRO TO AUTO CARE (Non-CTE Pathway)**

**Grades 9, 10** **1 Period Daily**  
**Semester** **½ Credit**

In this course, students will learn Intro to Automotive technology which will train students about basic parts and repairs of a car system.

*Bedford High School*  
*Program of Studies 2024-2025*

They will use state-of-the art tools, equipment and cutting edge technology.

### **INTRO TO CYBERSECURITY (Non-CTE Pathway)**

**Grades 9, 10** **1 Period Daily**  
**Semester** **½ Credit**

In this course students will learn the basic components of cybersecurity and the role each plays in preventing, detecting and mitigating vulnerabilities and attacks. Components include the security of the network infrastructure, security of the systems, and the prevention, detection, and mitigation of common vulnerabilities and attacks. Throughout this course, students will examine and implement beginning stages of the security safeguards for desktop, network, and application security.

### **PRE-ENGINEERING TECHNOLOGIES (Non-CTE Pathway)**

**Grades 9, 10** **1 Period Daily**  
**Semester** **½ Credit**

**Fee: \$25.00**

Pre-Engineering is a project oriented course with a focus on science, mathematics, art, and technology. The ability to work and learn independently as well as cooperatively in a group is essential. Students will acquire knowledge and skills in problem solving, teamwork, and innovation. Students explore STEM careers as they participate in project-based learning, as well as discovery and exploratory learning, designed to challenge and engage the natural curiosity and imagination relative to technology, physics, robotics, invention science and coding. Teams design, test their ideas, and redesign as necessary, just like scientists and engineers in the real world.

### **BUSINESS FOUNDATIONS (Non-CTE Pathway)**

**Grades 9, 10** **1 Period Daily**  
**Semester** **½ Credit**

This is the first course for the Business and Administrative Services, Finance and Marketing career fields. It introduces students to specializations within the three career fields. Students will obtain knowledge and skills in fundamental business activities. They will acquire knowledge of business processes, economics and business relationships.

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Students will use technology to synthesize and share business information. Employability skills, leadership and communications and personal financial literacy will be addressed.

### **LEGAL ENVIRONMENT OF BUSINESS**

**(Non-CTE Pathway)**

**Grades 9, 10**

**1 Period Daily**

**Yearlong**

**1 Credit**

Students will examine all aspects of business law including the judicial system, differences

between types of laws and origins of laws, administrative and employment laws and laws impacting individuals as well as businesses. Students will also research real estate and debtor and creditor laws and regulations. Students will learn to support attorneys by conducting legal research and preparing fully-compliant legal documents. Compliance and contract law will be emphasized.

## COLLEGE CREDIT PLUS (CCP - On Campus)

*Please note that all CCP classes will be weighted 1 (one) full weight in the final GPA calculation.*

### Cuyahoga County Community College

The following college level courses are offered to any students who meet the college's eligibility requirements. The courses are conducted on the Bedford High School campus, by Bedford teachers, and during the regular school day. Students will earn dual credit - both high school and college credit - through the College Credit program.

#### **SOCIAL STUDIES**

**US HISTORY to 1877** **HST 1510**  
**Semester** **1 Credit**  
**1 Period Daily** **3 Semester Hours**

An overview and critical examination of United States history from Age of Exploration to end of Reconstruction, with emphasis on significant political, social, cultural, economic and military events as well as specific historical personalities. Will also examine the influence and contributions of women, minorities and ethnic groups.

**US HISTORY since 1877** **HST 1520**  
**Semester** **1 Credit**  
**1 Period Daily** **3 Semester Hours**

An overview and critical examination of United States history from 1877 to the present with emphasis on significant political, social, cultural, economic and military events as well as specific historical personalities. Will also examine the influence and contributions of women, minorities and ethnic groups.

#### **ENGLISH**

**COLLEGE COMPOSITION I** **ENG 1010**  
**Semester** **1 Credit**  
**1 Period Daily** **3 Semester Hours**

Study of and practice in academic writing; reading and interpretation of selected texts. Course may be thematically organized.

**COLLEGE COMPOSITION II** **ENG 1020**  
**Semester** **1 Credit**  
**1 Period Daily** **3 Semester Hours**  
**Prerequisite: ENG 1010**

Study and practice of persuasive and argumentative writing with emphasis on analysis and research; reading and interpretation of

**INTRODUCTION TO FICTION** **ENG 255**  
**Semester** **1 Credit**  
**1 period daily** **3 Semester Hours**  
**Prerequisite: ENG 161 and 162**

Students will study short stories and novels to acquaint them with important themes and critical perspectives applicable to fiction.

**INTRODUCTION TO POETRY** **ENG 257**  
**Semester** **1 Credit**  
**1 period daily** **3 Semester Hours**  
**Prerequisite: ENG 161 and 162**

This course is designed to help students understand and appreciate poetry through intensive study of representative poems.

#### **SCIENCE**

**ENVIRONMENT, ECOLOGY, EVOLUTION**  
**BIO1060**  
**Semester** **0.75 Credit**  
**7 Periods Weekly** **3 Semester Hours**

Designed for non-science majors. Questions about the natural world are explored through an introduction to the principles of evolution and ecology, including how populations change over time and how organisms interact with each other and the environment. Topics include scientific inquiry; nature of science; evolutionary processes; diversity of life; population, community, and ecosystem ecology; human impacts on the environment; environmental stewardship; and regional environmental concerns. **This course curriculum DOES NOT align to the Ohio Biology EOC**

**ENVIRONMENT, ECOLOGY, EVOLUTION LAB**  
**BIO106L**  
**Semester** **0.25 Credit**  
**3 Periods Weekly** **1 Semester Hours**

Designed for non-science majors. Questions about the natural world are explored through hands-on laboratory and field activities focusing on evolution, ecology, and environmental science. Scientific inquiry is used to investigate how populations change over time; the diversity of life; community ecology; ecosystem ecology; and

human impacts on the environment. **Taken at the same time as BIO1060.**

**HUMAN BIOLOGY** **BIO1050**  
**Semester** **0.75 Credit**  
**7 Periods Weekly** **3 Semester Hours**

Designed for non-science majors. Considers the concept of homeostasis of the human body. Basic structure and function of body systems and diseases of these systems studied. To fulfill laboratory science requirements, students should enroll in related laboratory course. **This course curriculum DOES NOT align to the Ohio Biology EOC**

**HUMAN BIOLOGY LAB** **BIO105L**  
**Semester** **0.25 Credit**  
**3 Periods Weekly** **1 Semester Hours**

Laboratory course designed for non-science majors that examines the microscopic and gross structure and function of the human body. Includes microscope work, models, animal dissections, and various experiments designed to illustrate concepts related to basic human biology and to complement topics covered in BIO-1050 Lecture course. **Taken at the same time as BIO1050.**



## ENGLISH

Four units are required for graduation. This includes English I, II, III and IV. Some courses may require students to purchase paperback books. All classes stress the skills necessary to pass state assessments. **Though students can earn an English credit at Heskett Middle School, the English department highly recommends that all students earn four credits of English at the high school in order to be best prepared for their post-secondary endeavors.**

### READING IMPROVEMENT

**Grades 9,10,11,12  
Semester**

**1 Period Daily  
1/2 Credit**

This blended learning course is designed to help students who may be identified as struggling readers through standardized test scores and teacher recommendations. Whole group learning scenarios anchor the coursework, while small group work increases targeted, data-driven instruction. Students will also work with technology independently to accelerate their learning on a personalized path. Finally, the course also has a focus on independent reading for content, comprehension, and pleasure. This course focuses on mastering foundational reading and comprehension skills to help the student become a more successful reader, **and does NOT count towards one of the 4 credits of English required to graduate.**

### INTEGRATED READING

**Grades 10, 11, 12  
Semester**

**1 Period Daily  
1/2 Credit**

This blended-learning course is designed to help students who may be identified as struggling readers through standardized test scores and teacher recommendations. Whole group learning scenarios anchor the coursework, while small group work increases targeted, data-driven instruction. Students will also work with technology independently to accelerate their learning on a personalized path. Finally, the course also has a focus on independent reading for content, comprehension, and pleasure. This course focuses on mastering foundational reading and comprehension skills to help the student become a more successful reader, **and does NOT count towards one of the 4 credits of English required to graduate.**

### LANGUAGE ARTS INTERVENTION

**Grades 9-12**

**1 Period Daily**

### Semester

**1/2 Credit**

#### Prerequisite: Teacher Recommendation

This course is designed for students with Individual Education Plans containing goals for reading and/or writing. Instruction will be tailored to the individual needs of the students in the class. The course will emphasize the basic reading comprehension and writing skills that students need in order to complete grade level work, **and does NOT count towards one of the 4 credits of English required to graduate.**

### ENGLISH I

**Grade 9  
Yearlong**

**1 Period Daily  
1 Credit**

This course offers a basis for all aspects of the English curriculum. Literature and composition skills are emphasized. In literature, a variety of forms such as the short story, poetry, mythology and the novel will be emphasized. Composition work will grow out of the study of literature, placing emphasis on the writing process. Students will also receive instruction in study, listening, viewing, and speaking skills. **Note: Students who fail English I should repeat it in summer school.** Summer reading will be required and students may need to purchase paperback books.

### PRE-ADVANCED PLACEMENT (Pre AP)

#### ENGLISH I

**Grades 8 & 9  
Yearlong**

**1 Period Daily  
1 Credit**

**Prerequisite: Successful completion of Advanced English with a grade of "B" or better at Heskett Middle School, a score of Proficient or higher on the state assessments.**

**Note: Students who do not take Pre AP English I at Heskett and are placed in it at the high school must also meet all prerequisites, as well as complete a writing**

**sample evaluated by the English Department.**

Those high ability students capable of handling a very rigorous enrichment course should select this course, and who will be following an enriched college preparatory program. In literature, the novel will be emphasized and the short story, poetry, and mythology will be studied. It is assumed that students enrolled in this course will be able to devote many hours of out of class time to the required reading, writing, and research. Students enrolled in Honors English I must conduct themselves with the maturity and responsibility appropriate to advanced study. **Note: Students who fail English I should repeat it in summer school.** Summer reading will be required, and students may be required to purchase paperbacks.

**ENGLISH II**

**Grade 10** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: Successful completion of English I**

*State assessments required upon completion of course sequence which will count toward graduation.*

This course offers the student further preparation in composition and literature. World Literature will be the focus of the course, emphasizing close study of literary works, as well as consideration of historical and cultural context. The units focus not only on geographical regions, but also on themes and literary forms that pertain to them. Thus, the students will grasp the relationship between local concerns and universal questions.

Throughout the year, students will take part in seminars, write essays, and deliver speeches. The composition component includes the skills of selecting and limiting a subject, writing a thesis statement, and supporting the thesis in an essay. Having read literature from a variety of cultures, the students will be ready to embark on the study of American Literature.

**Note: Students who fail English II should repeat it in summer school.** Summer reading will be required and students may need to purchase a workbook and/or paperback books.

**PRE-ADVANCED PLACEMENT (Pre AP)**

**ENGLISH II**

**Grades 9, 10** **1 Period Daily**

*Bedford High School  
Program of Studies 2024-2025*

**Yearlong** **1 Credit**

**Prerequisite: Successful completion with a grade of "B" or better in Honors English I and advanced MAP/iReady scores.**

*State assessments required upon completion of course sequence which will count toward graduation.*

This course should be selected by those Honors English I students capable of handling a very rigorous enrichment course and who will be following an enriched college preparatory program. World literature will be studied. Writing the literary essay will be emphasized. It is assumed that students enrolled in this course will be able to devote many hours of out of class time to the required reading, writing, and research. Students enrolled in Honors English II must conduct themselves with the maturity and responsibility appropriate to advanced study. **Note: Students who fail English II should repeat it in summer school.** Summer reading will be required, and students may be required to purchase paperbacks.

**ENGLISH III**

**Grade 11** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: Successful completion of English II.**

This course offers the student further preparation in composition and literature. American literature will be the focus of the course, emphasizing analysis and interpretation. The composition program continues the skills of selecting and limiting a subject, writing a thesis statement, and supporting the thesis in an essay. The course will continue to develop an understanding of writing as a process. Writing, listening, speaking, and viewing activities will complement the literature. **Note: Students who fail English III should repeat it in summer school.** Summer reading will be required and students may need to purchase paperback books.

**PRE-ADVANCED PLACEMENT (Pre AP)**

**ENGLISH III**

**Grade 10, 11** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: Successful completion of Honors English II with a grade of "B" or better, a score of Advanced or Accelerated on state assessment.**

This course offers an in-depth study of American literature and will emphasize advanced analytical composition and reading in preparation for the Advanced Placement courses in the junior and senior year. It is assumed that students enrolled in this course will be able to devote many hours of out of class time to the required reading, writing, and research. Students enrolled in Honors English III must conduct themselves with the maturity and responsibility appropriate to advanced study. **Note: Students who fail English III should repeat it in summer school.** Summer reading will be required, and students may be required to purchase paperbacks.

#### **ENGLISH IV**

**Grade 12** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: Successful completion of English III**

This course offers advanced skill development in composition and literature. British literature will be the focus of the course, emphasizing analysis and interpretation. According to the Common Core State Standards, students will be expected to relate a work to its historical circumstances, trace a symbol through a work or works or consider a moral or philosophical question. Writing assignments include essays

and research papers. Summer reading will be required, and students may be required to purchase a workbook and/or paperback books. **Note: Students who have successfully completed Honors English I, II and III should choose Advanced Placement English or the LCCC English sequence for their required fourth year of English credit. Please refer to the necessary prerequisites for each of the options to make the appropriate course selection.**

### **ENGLISH ELECTIVES**

#### **ACTING**

**Grades 11, 12** **1 Period Daily**  
**2nd Semester** **1/2 Credit**

**Prerequisite: Recommendation from the English Department Instructional Specialist**

The objectives of this course are to assist the student in developing bodily and vocal responses, and to offer the foundation upon which good acting is built. Through study and exercises in pantomime, stage movement, scene enactment, and the process of creating a role, the student gains not only competence in acting but assurance, poise, and self-confidence as well.

This course will serve as an additional support to students who demonstrate limited English proficiency by the recommendations of teacher, guidance and/or administration. Course content will be aligned to Ohio's English Language Arts learning standards as well as to the English Learner proficiency standards and will assist students in communicating with others and participating effectively in the classroom and beyond. Command of English in four basic skills areas – speaking, reading, writing and listening – will be the focus. Instruction will be tailored to each student's language proficiency and grade level. All English Language Learners will take the Ohio English Language Proficiency Assessment (OELPA) each Spring to determine acquisition skills in reading, writing, listening, and speaking. According to the ODE, ELL students scoring proficient in all areas or scoring

#### **LITERACY FOR ENGLISH LEARNERS**

**Grades 9, 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

advanced for two years will qualify to exit the ELL program

### **SONGS OF MY PEOPLE**

**Grade 12** **1 Period Daily**  
**Semester** **1/2 Credit**

The goal of this course is to familiarize students with both modern and historical texts that are important to the African American literary heritage. We will be reading and analyzing various genres (folklore, short stories, essays, poetry, novels) to better understand how the material has changed over time and how it applies to their lives. They will be assessed in a variety of ways – writing essays, taking tests and quizzes, completing projects, keeping a writer’s notebook, and participating in the class discussions. Students may be required to purchase novels for this class.

### **SPEECH AND DEBATE**

**Grades 10, 11, 12** **1 Period Daily**  
**Semester** **1/2 Credit**

This course will encompass a study and practice of principles in strategic, confident, and credible public speaking and debates skills. It includes a variety of oral presentations: special

occasion, personal experience, impromptu panel discussion, both informative and persuasive. The focus will be on anxiety management, speech organization research and support, communication ethics, diverse audiences, listening skills and dynamic delivery.

### **WRITING FOR PUBLICATION**

**Grades 11, 12** **1 Period Daily**  
**Semester** **1/2 Credit**

This is a unique course designed to give you a chance to study journalism, creative writing, and publication. Through extensive use of a writing workshop, you will study and apply the fundamentals of each area and how they all come together in the form of a variety of publications including magazines, journals, blogs, and literary arts magazines. Course content will include non-fiction as well as fiction genres. A portion of this class will be devoted to dealing with the mechanics of submission, review, revision, illustration and publication process. As a cumulative project, students will be published in a class anthology, “The Green Light.”

## FAMILY & CONSUMER SCIENCE

### CAREER & COLLEGE READINESS

**Grades 10, 11 & 12**                      **1 Period Daily**  
**Semester**                                      **1/2 Credit**

In this course, students will develop effective learning strategies and skills to provide a strong foundation for successful lifelong learning.

Throughout the course, students will research careers and occupations. Students will develop the skills necessary to apply and interview for a job. The course is designed to walk students through the college application process, exposure to career and technical possibilities, and prepare for future and financial planning. Students will use the college and career

readiness tool of Naviance to aid in this process. Additional support for graduation requirements, including state and local seal preparation and completion, will be reviewed.

### COOKING/CULINARY FUNDAMENTALS

**Grades 10, 11 & 12**                      **1 Period Daily**  
**Semester**                                      **1/2 Credit**

In this course, students will explore food choices and guidelines for healthy nutrition. This class will cover a wide variety of recipe areas. You will be exposed to basic knowledge of kitchen equipment and food preparation techniques.

## JOB READINESS & TRANSITION SKILLS

### CAREER EXPLORATION

**Grades 9, 10**                                      **1 Period Daily**  
**Semester**                                      **1/2 Credit**

This course is restricted to selected students in the tenth grade. Part of the emphasis in this course will be on employability skills and job search techniques. Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the workplace. Job search techniques will focus on applications, resumes, interviewing, and follow-up skills. The rest of the emphasis will be on vocational and career exploration. The students will participate in a career evaluation, receive hands-on experiences in all of the vocational programs offered through the Bedford/Maple VEPD, have the opportunity to explore various careers in the college and career center, and shadow people in the community when appropriate. By the end of the semester all students should be able to choose a program that would best meet their vocational/career goals.

individual student needs. **Areas Covered**

**Include:** job readiness, following a schedule, time on task, work speed and professional communication skills.

### VOCATIONAL SKILLS – 2

**Teacher Recommendation only**  
**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**                                      **1 Credit**

**Prerequisite: Vocational Skills 1**

This program is designed as an introduction to the daily demands of working. Students will participate in classroom and school wide jobs where they can practice their skills in a socially appropriate setting. Goals are based on individual student needs. **Areas Covered**  
**Include:** job readiness, following a schedule, time on task, work speed and professional communication skills.

### VOCATIONAL SKILLS – 1

**Teacher Recommendation only**  
**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**                                      **1 Credit**

This program is designed as an introduction to the daily demands of working. Students will participate in classroom and school wide jobs where they can practice their skills in a socially appropriate setting. Goals are based on

### INDEPENDENT LIVING

**Teacher Recommendation only**  
**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**                                      **1 Credit**

This course is designed to assist students in gaining the skills necessary to live as independently as possible after graduation. Goals are based on individual student needs. **Areas Covered**  
**Include:** safety, hygiene, leisure/recreation, cooking/nutrition, home maintenance and social skills

**INDEPENDENT PERSONAL FINANCE****Teacher Recommendation only****Grades 10, 11, 12****1 Period Daily****Yearlong****1 Credit**

This course is designed to assist students in gaining the personal finance skills necessary to live as independently as possible after graduation. Goals are based on individual student needs. **Areas covered include** learning to budget, effective cash management, proper use of credit and making major purchases.

**TRANSITION SKILLS****Teacher Recommendation only****Grades 11, 12****1 Period Daily****Yearlong****1 Credit**

This course is designed to assist students in meeting their Postsecondary education and independent living transition goals through activities that are individually based on their unique needs.

# MATHEMATICS

Students are required to have 4 credits of Mathematics in four years of high school to graduate. Students must successfully complete Algebra 1 then Geometry as their first two math credits. Third and fourth year math courses should be selected based upon a student's intended career pathway. Please see course descriptions, math teacher, school counselor, or [ODE website](#) for additional information.

## INTEGRATED MATH

**Grades 11, 12** **1 Period Daily**  
**Semester** **1/2 Credit**

This course is to be taken in conjunction with another math class and/or departmental approval as intervention for standardized math assessments. This course is designed to stress math modeling and higher order thinking using Algebra and Geometry. The math content needed to pass standardized assessments will be the objectives for this class to support those students in need of retaking a test for graduation/college placement. Students may be required to purchase a workbook. Scientific calculator/Desmos access is required (see Calculator Note). This is a math elective and will not count toward the credits of required math.

## MATH INTERVENTION

**Grades 9-12** **1 Period Daily**  
**Semester** **1/2 Credit**

**Prerequisite: teacher recommendation**

This course is designed for students with Individual Education Plans containing goals for math. Instruction will be tailored to the individual needs of the students in the class. The course will emphasize the basic math skills that students need in order to complete grade level work.

## ALGEBRA I

**Grades 9, 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

*State assessments required upon completion of course sequence, which will count towards graduation.*

Emphasis will be on the application of the concepts involved in the topics listed. This course deals with sets: Adding, subtracting, multiplying, dividing, finding roots and powers of real numbers and polynomials (numbers of algebra); solving linear equations, inequalities, and quadratic equations. A graphing calculator is required.

## INTENSIFIED ALGEBRA

**Grades 9, 10, 11** **10 Periods Weekly**

**Yearlong** **1 Credit**

**Prerequisite: teacher recommendation**

*State assessments required upon completion of course sequence, which will count towards graduation.*

This course is designed to support students who are struggling to show grade level proficiency on the math state assessments and/or have scored at least two grade levels below on the Math MAP Assessment. This course incorporates the Algebra I curriculum along with providing students additional instruction in necessary mathematical background knowledge. The extended instructional time supports the development of multiple strategies to solve problems, fosters conceptual understanding with algebra components, and develops student perseverance in mathematical work.

## ALGEBRA II

**Grades 9, 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: successful completion of Algebra I**

Emphasis will be on the application of the principles involved in the following topics: Properties of sets, finding sums, differences, products, quotients, roots, power of real numbers and polynomials, solving and graphing equations, and function and relation concepts. A graphing calculator is required.

\*This is an Algebra II equivalent course.

*Target Students: This course is designed for students intending to pursue a Calculus/advanced mathematics pathway. Course is appropriate for students intending to pursue a career in Medicine, Engineering, Science, Mathematics or Financial Management.*

## HONORS ALGEBRA II

**Grades 9, 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: successful completion of Algebra I, Geometry, MAP score of 240 or higher**

Emphasis will be on structure and proof (theory). This course deals with properties of sets; finding sums, differences, products, quotients, roots, and power of real numbers, complex numbers and polynomials; algebraic, logarithmic, and exponential functions; permutations and combinations; progressions, and matrices. **Graphing calculator is required.**

\*This is an Algebra II equivalent course.

*Target Students: This course is designed for students intending to pursue a Calculus/advanced mathematics pathway. Course is appropriate for students intending to pursue a career in Medicine, Engineering, Science, Mathematics or Financial Management.*

## **GEOMETRY**

**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: successful completion of Algebra I**

*State assessments required upon completion of course sequence which will count toward graduation.*

Emphasis will be on the application of the concepts involved in the topics listed. This course deals with properties of lines in a plane, plane figures (triangle, circle, etc.); plane coordinate geometry (using algebra to solve problems in geometry); and types of proof (deductive, indirect, inductive). A graphing calculator is required.

## **HONORS GEOMETRY**

**Grades 9, 10**                                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: successful completion of Algebra I, MAP score of 235 or higher**

*State assessments required upon completion of course sequence which will count toward graduation.*

Emphasis will be on structure and proof (theory). This course deals with properties of lines in a plane and in space, plane figures (triangle, circle, etc.), solids (cube, sphere, etc.); plane coordinate geometry (using algebra to solve problems in geometry); and types of proof (deductive, indirect, inductive). A graphing calculator is required.

## **PROBABILITY AND DATA ANALYSIS**

**Grades 10, 11, 12**                              **1 Period Daily**  
**Semester**    **½ Credit**

**Prerequisite: successful completion of Algebra I**

Probability and Data Analysis focuses on the collection, organization, interpretation and analysis of numerical data. Material presented in this course will connect mathematics to real world situations and will focus around common themes such sports, architecture, health care, and current events. Topics covered include permutations and combinations, sampling methods, normal, binomial, and geometric distributions, mathematical expectations, graphing data, and simulations. A graphing calculator is required.

This course should be taken with Financial Algebra to fulfill a full year math credit.

*Target Students: This course is designed for students not anticipating four year college enrollment as well as those pursuing a career in practical nursing, firefighting, social work, political science, or human resources.*

## **PRE-CALCULUS**

**Grades 10, 11, 12**                              **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: successful completion of Algebra II, or Honors Algebra II; Math MAP scores of at least 245 or a proficient score on the pre-calculus placement test.** This course deals with the study of analytic geometry; elementary, circular, and transcendental functions; vectors, induction and limits. This course is designed for students wishing to specialize in the fields of mathematics, science, and engineering. **This course is the prerequisite for Calculus 252. A graphing calculator is required. \***

## **FINANCIAL ALGEBRA**

**Grades 10, 11, 12**                              **1 Period Daily**  
**Semester**    **½ Credit**

**Prerequisite: successful completion of Algebra I.**

This course focuses on skills, understanding, reasoning and problem solving by combining algebraic and graphical approaches with practical business and personal finance applications. This course is designed to motivate students to explore algebraic thinking



patterns and functions in a financial context. This course utilizes an applications based learning approach that connects math to the real world and encourages students to be actively involved in applying mathematical ideas to their everyday lives. Topics include: credit, income taxes, insurance, and household budgeting.

**\*Calculator Note:** – Students are required to have daily access to a graphing calculator (TI or Desmos).

This course should be taken with Probability/Data Analysis to fulfill a full year math credit.

### **DATA SCIENCE FOUNDATIONS**

**Grades 10, 11, 12** **1 Period Daily Yearlong** **1 Credit**

**Prerequisite: Algebra I and Geometry.**

The Data Science Foundations course is ideal for anyone who wants to acquire a basic working knowledge of data science (which is a blend of quantitative reasoning, statistics and computer science to gain meaningful insights from data). We look at ways of collecting data, organizing it, and analyzing it (both mathematically and with computer software-where we learn some basic coding). Students will reason with and think critically about data in all forms. They will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more.

Students are required to have daily access to a Chromebook/laptop in order to complete online coding assignments.

*Target students: Course is appropriate for students with limited or no prior programming, statistics, or data analytics knowledge but want to acquire a basic working knowledge of data science, enjoy working with real-world issues involving data and desire to become better-informed citizens. Course designed for students anticipating a career in Behavioral sciences, Computer Science/Networking, Data Analysis, Marketing, Business Analysis, Criminal Justice, Public Relations, or any Arts or Humanities degree.*

\*This is an Algebra II equivalent course.

### **MATH MODELING AND REASONING**

**Grades 10, 11, 12** **1 Period Daily Yearlong** **1 Credit**

**Prerequisite: Algebra I and Geometry. Daily access to a graphing calculator is required.**

This course is designed to promote reasoning, problem-solving and modeling through thematic units focused on mathematical practices while reinforcing and extending content in Number and Quantity, Algebra, Functions, Statistics and Probability, and Geometry. Through quantitative reasoning, problem-solving, and modeling, students will be expected to apply mathematics to real world situations. These habits and skills promote perseverance and cut across disciplines, thus providing a gateway into successful postsecondary education and a variety of careers.

This course is intended for students anticipating college enrollment, on a pathway that does not require calculus.

*Target students: This course is designed for students that enjoy hands-on, collaborative work within real-world contexts. This course is appropriate for all career pathways but is most relevant for those anticipating a career in the arts or behavior sciences, elementary education, or a career that emphasizes utilizing measurements or units, such as Graphic Design, Music Composition, Construction, or Technical Writing.*

\*This is an Algebra II equivalent course.

### **CALCULUS**

**Grade 10, 11, 12** **1 Period Daily Yearlong** **1 Credit**

**Prerequisite: successful completion of Pre-Calculus**

This course is designed for students wishing to continue their study in calculus through the study of limits and continuity, derivatives, definite integrals, exponential and logarithmic functions, trigonometric functions, and techniques of integration. Topics covered in this course will be of an analytic nature with the emphasis on the derivative and its applications. **A graphing calculator is required.\***

*Target students: The study of Calculus is most appropriate for students who intend to pursue a career in engineering, physics, actuary science, biotechnology and mathematics.*

**NOTE: Students who have not previously taken Algebra I prior to Grade 9, but who**

would like to take Calculus in grade 12, are encouraged to take both Geometry and Algebra II in their sophomore year and then Pre-Calculus in grade 11. Students must obtain permission from their Algebra I teacher.

**\*Graphing Calculator Note:** Students are required to have daily access to a graphing calculator. The Texas Instrument TI83 or TI84 is preferred. As an option, students will need to access Desmos at [www.desmos.com](http://www.desmos.com) and download this to an appropriate device/Chromebook. Students may be required to use Test Mode during class time.

## IMPORTANT Math Course Sequencing:

The study of mathematics is a sequential process. As such, students will be required to take courses in a developmentally appropriate and defined sequence which must be adhered to in order to ensure student success. Earning 4 math credits in 4 years may prove challenging for students for many reasons. Therefore, the following progression is provided so that those students who failed a math course or otherwise fall out of sequence, may be able to take some courses concurrently to get back on track for graduation, but **ONLY** as specified below:

COURSE OFFERING	PREREQUISITE(S)	POSSIBLE CONCURRENT OFFERINGS
Algebra I OR Intensified Algebra	None	None
Geometry	Algebra I	Algebra II, Probability
Honors Geometry	Algebra I, MAP score 235+	Honors Algebra II
Probability/Data Analysis	Algebra I	Geometry, Financial Algebra, Algebra II equivalent
Financial Algebra	Algebra I	Geometry, Probability/Data Analysis, Algebra II or equivalent*
Algebra II	Algebra I	Geometry, Probability/Data Analysis, Financial Algebra, Algebra II equivalent
Honors Algebra II	Algebra I, MAP score 240+	Honors Geometry, AP Computer Science
Math Modeling & Reasoning (MMR)	Algebra I, Geometry	Financial Algebra, Probability/Data Analysis, Algebra 2 equivalent
Data Science Foundations (DSF)	Algebra I, Geometry	AP Stats, Algebra 2 equivalent
Integrated Math	required assistance on standardized math assessments	Any
Pre-Calculus	H Geometry, H Algebra II, MAP score 245+	AP Stats, AP Computer Science
Calculus	Pre-Calculus	AP Stats, AP Computer Science
AP Statistics	Algebra II or equivalent*	Pre-Calculus, Calculus/AP Calculus, CCP
AP Calculus AB	Pre-Calculus	AP Stats, CCP
AP Computer Science A	Algebra I	Algebra II equivalent, Geometry, Statistics

**\*Algebra II equivalent courses are Algebra II, Honors Algebra II, Math Modeling & Reasoning (MMR), or Data Science Foundations (DSF). At least one of these courses is required for graduation.**

## MUSIC EDUCATION

Courses in this department meet the fine arts requirements for unconditional admission to state universities in Ohio. **Please note that there is a \$25.00 usage fee assessed to any student using a school-owned instrument.**

### MARCHING BAND/SYMPHONIC CONCERT MARCHING BAND/WIND ENSEMBLE

**Grades 9–12** **1 Period Daily**  
**Yearlong** **1 Credit**

Band has two divisions for a full year's study: (1) Marching Band/Symphonic Concert Band, and (2) Marching Band/ Wind Ensemble. Band starts in the summer with practices and band camp. **(Cost: approximately \$250). Occasional evening and after-school practices are required.** After marching season, students are auditioned into Symphonic Concert Band and Wind Ensemble (the more advanced players). **NOTE:** Band members may participate in Jazz/Stage Band and other after-school ensembles. Students are expected to provide band shoes, t-shirt, shorts, and uniform cleaning. All students need to be scheduled for the class during the day unless they are enrolled in a career/technical block. There is a \$25.00 usage fee, per year, for any student that uses a school-owned instrument.

### FLAG CORPS/MARCHING BAND/ AUXILIARIES

**Grades 9–12** **1 Period Daily**  
**Marching Season (1st Quarter)** **1/4 Credit**

Members of Flag Corps are Majorettes, Dance Line, and Flags only. Flag Corps members, who are **auditioned in early spring, must attend a special camp in the summer and Band Camp (cost: approximately \$250). Summer practices and Marching Band rehearsals are mandatory.** All Guard members must sign up for the class during the day. After marching season, Guard members are rescheduled to a study hall for the rest of the semester. Any Guard member, who plays an instrument and has auditioned for band, will continue to play in concert season. Flag Corps members operate under the Rules and Regulations of the Marching Band and its directors.

### ORCHESTRA

**Grades 9–12** **1 Period Daily**  
**Yearlong** **1 Credit**

Orchestra offers the student an opportunity to learn about the various styles of orchestral music through artistic performances. The musical development started in the lower grades is continued through the study of the works of well-known composers. The orchestra performs in many concerts, and at various other functions throughout the year. Orchestra students need to audition each year for the ensemble. This allows monitoring of students' progress and playing skills from year to year. There is a \$25.00 usage fee for any student using a school-owned instrument.

### MIXED CHORUS

**Grades 9–12** **1 Period Daily**  
**Yearlong** **1 Credit**

The class provides the opportunity for students to further develop their vocal music abilities through the study and performance of three- and four-part choral music suited to their abilities. Two major performances are scheduled.

### A CAPPELLA CHOIR

**Grades 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**  
**Fee: \$10.00**

This is a highly selective group. **Membership is determined by individual auditions held in the second semester of each year.** Members are selected on the basis of voice quality, range, pitch discrimination, memory, and music reading ability. The Choir performs in public concerts, school assemblies and other community programs. Students will be required to pay a fee for robe maintenance.

### MADRIGAL

**Grades 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

Both Madrigal and Chamber Choir literature will be emphasized. The performance schedule is regulated to maintain as many appearances as possible. Enrollment is limited to 16 members selected through audition by the choir director. **Cost of concert attire is the responsibility of individual students. Madrigal members must be in A Cappella Choir.**

### **MUSIC FUNDAMENTALS AND THEORY**

**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

This class provides study in the basic elements of music and their application. It includes the fundamentals of theory – scales, key signatures, intervals, chords and chord progression, sight singing and ear training, as well as composition and arranging. This is a class for any student who is interested in pursuing music as a career choice. The final project includes the creation of individual student compositions that are to be performed in front of an audience.

Finale, Noteflights, Audacity, iPhoto, Handbreak, SnapzPro, iMovie, Keynote and Garage Band. Students will create podcasts, slideshows, soundtracks, websites and many other project-based products throughout the course. This class is for students that are self-directed and those who can work independently on required projects. This course is open to all students, regardless of experience or background knowledge.

### **MUSIC APPRECIATION**

**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Semester**    **½ Credit**

This course gives a broad picture of music literature through the study of the elements of music and its history and development. Through the use of recordings, students gain an understanding of various style periods in Western music, including contemporary music, and of how music relates to mankind and the world. Open to all students regardless of experience or background in music.

### **MUSIC TECHNOLOGY**

**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Semester**    **½ Credit**

This class will provide students with hands-on experience into the world of music technology. After a basic understanding of music through some music theory instruction, the students will learn the following software applications: Sibelius,

## PHYSICAL EDUCATION/HEALTH

**One-half unit of credit in Physical Education and one-half unit of credit in Health are required for graduation. Students may sign up for additional Physical Education after the requirement is fulfilled. Proper athletic attire for physical education classes is required at all times.**

*\*A student who, during high school, has participated in interscholastic athletics, marching band, or cheerleading for at least two full seasons is not required to complete any PE courses. However, that student is still required to complete and earn the ½ credit in another course of study.*

### FRESHMEN PHYSICAL EDUCATION

**Grade 9 only** **1 Period Daily**  
**Yearlong** **½ Credit**

This course is designed to provide students with the knowledge and skills needed to engage in a physically active, healthy lifestyle throughout life. Four areas of focus in this course include: lifetime/leisure activities, fitness, and individual and team sports. This course will fulfill the physical education requirements for graduation.

### PHYSICAL EDUCATION

**Grades 10, 11, 12** **1 Period Daily**  
**Semester** **¼ Credit**

Physical Education is offered as a semester course, which meets one period a day, five days a week, and receives 1/4 credit. Students must successfully complete 1/2 Carnegie Unit of Credit (2 semesters) in Physical Education as a requirement for graduation. The two semesters may be completed any time during the student's high school career. After completing the two required semesters, a student may elect additional semesters of Physical Education.

### (MODIFIED) PHYSICAL EDUCATION (Restricted Enrollment)

**Grades 9,10,11,12** **1 Period Daily**  
**Yearlong** **½ Credit**  
**Fee: \$4.00**

### LIFETIME FITNESS AND ATHLETIC TRAINING

**Grades 10, 11, 12** **1 Period Daily**  
**Semester** **¼ Credit**

This course is designed to establish an interest in developing and improving areas of physical fitness and athletic strength and includes physical fitness, nutrition, and body composition. The students will participate in weight training, cardiovascular activities, circuit training, flexibility, and lifetime activities to promote the importance of staying healthy and physically fit for life. Students will create and follow individualized programs. This course is also strongly

recommended, but not limited to, those students interested in improving and maintaining their athletic strength and conditioning. Note that this class will include gender-specific sections in order to best meet the diverse needs of male and female adolescents.

### HEALTH EDUCATION

**Grades 10, 11, 12** **1 Period Daily**  
**Semester** **½ Credit**

Instruction is given in special classes concerning desirable health habits and attitudes, based on scientific knowledge of the human body; causes of diseases; nutrition; exercise; physical and emotional development; and sexually transmitted diseases. Students consider the patterns of social conduct, which contribute not only to the health of the individual, but ensure wholesome family and community living. Students also receive instruction in the harmful effects of tobacco, as well as addictive and abused chemical substances.

### NUTRITION AND WELLNESS

**Grades 10, 11, 12** **1 Period Daily**  
**Semester** **½ Credit**

**Prerequisite: Must have passed HEALTH EDUCATION with a C or higher.**

It is the premise of this curriculum to provide an in-depth look at a variety of health related topics not addressed in the required Health class and to provide students with the venue with which to investigate, process and discuss, and make conclusions about such topics as nutrition and fitness, CPR and AED certification, independent living, and other health related topics and issues to improve personal health and performance. CPR and AED certification will be taught and a card received for a fee TBD by the American Red Cross.

**INTRODUCTION TO DANCE****Grades 10, 11, 12**  
**Semester****1 Period Daily**  
**½ Credit**

A study of the skills and processes necessary to understand and experience dance as an art form and as a means of meaningful communication. Emphasis is placed on kinesthetic intelligence and the fundamentals of dance and choreography.

**COMPREHENSIVE DANCE****Grades 10, 11, 12**  
**Semester****1 Period Daily**  
**½ Credit**

A comprehensive study of the knowledge and processes of creating, performing, responding to, and representing ideas through the art form of dance. Multiculturalism, art history, art criticism and aesthetics are incorporated into course content and dance experiences for individual and group learning.

## SCIENCE

3 credits of Science are required for graduation. One credit must be a physical science and one credit must be a life science.

### PHYSICAL SCIENCE

**Grades: 9-12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Fee: \$3.00**

Physical Science comprises the systematic study of the physical world as it relates to fundamental concepts about matter, energy, and motion. A unified understanding of phenomena in physical, living, Earth and space system is the culmination of all previously learned concepts related to chemistry, physics, and earth and space science along with historical perspective and mathematical reasoning.

### EARTH SCIENCE

**Grades 11, 12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Note: It is highly recommended that students have earned one credit of biology**

This course is designed for students who need a third science credit. The course covers: geology, the study of the Earth, including minerals, rocks, Earth's resources, Earth's history, glacial geology and environmental problems.

### INTEGRATED SCIENCE

**Grades 11, 12**

**1 Period Daily**

**Semester**

**½ Credit**

**Prerequisite: 1 credit earned in Biology.**

This course is designed for students who will need to retake an Ohio state assessment for graduation. The course will emphasize concepts and skills of Biology. Emphasis will also be placed on successful test-taking strategies and practice/simulated tests. Students may be required to purchase a workbook. This course is a science elective and will not count toward the credits needed for science.

### SCIENCE IN SOCIETY

**Grades 11, 12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Prerequisite: 2 earned credits of science, including biology.**

This course deals with biological aspects of humans, their impact on the environment, and current development of ideas and technologies in science fields. Students will study ecological and

scientific principles that govern the world, examine current environmental problems and issues, and learn how scientific advancements impact our society. They will develop a greater awareness of global interdependence, the role of individuals in affecting environmental issues, and how new technologies improve our world. This course is designed for non-science majors.

### HONORS BIOLOGY

**Grade 9 or 10**

**7 Periods Weekly**

**Yearlong**

**1 Credit**

**Fee: \$15**

*State assessments required upon completion of course.*

This is a rigorous course designed for students who wish to pursue a strong four-year college science program. Honors Biology is designed to develop an understanding of the mechanisms concerned with life and living things. Biological and biochemical factors are discussed in detail with emphasis placed on cellular processes, classification, and heredity. Laboratory study is included.

### BIOLOGY

**Grades 10, 11, 12**

**7 Periods Weekly**

**Yearlong**

**1 Credit**

*State assessments required upon completion of course.*

General Biology is a college preparatory course to develop an understanding of the mechanisms concerned with the living world. Biological factors discussed in detail include development, physiology and heredity of living organisms with a strong emphasis on the Ohio end of course exam competencies.

### ANATOMY/PHYSIOLOGY

**Grades 11, 12**

**7 Periods Weekly**

**Semester**

**½ Credit**

**Prerequisites: 1 credit earned in both Biology and Chemistry**

This course is designed for students that have completed one year of biology and chemistry and have an interest in advanced biological study. It is offered as an elective for college preparatory students. The focus will be on the structure and function of living organisms from all kingdoms of



life. Students will be required to have a scientific calculator for this class.

### **BIOCHEMISTRY/CELL BIOLOGY**

**Grades 11, 12** **7 Periods Weekly**  
**Semester** **½ Credit**

**Prerequisites: 1 credit earned in both Biology and Chemistry**

This course is designated for students that have completed one year of biology and chemistry and have an interest in advanced biological study. It is offered as an elective to college preparatory students. The focus will be on the chemistry of living organisms and their functions. Students will be required to have a scientific calculator for this class.

### **HONORS CHEMISTRY**

**Grades 10, 11** **7 Periods Weekly**  
**Yearlong** **1 Credit**

**Fee: \$30.00**

**Prerequisite: 1 credit earned in both Algebra I and Biology.**

**Note: It is highly recommended that students are concurrently enrolled in Algebra II or higher.**

Honors Chemistry is primarily intended for students who have successfully completed Honors Biology or who have completed general Biology with teacher recommendation. Topics covered in regular

Chemistry will be studied in greater detail. More emphasis will be placed on the laboratory work.

**Students will be required to have a scientific calculator.**

### **CHEMISTRY**

**Grades 10, 11, 12** **7 Periods Weekly**

### **Yearlong**

**1 Credit**

**Fee: \$30.00**

**Prerequisite: 1 credit earned in both Algebra I and Biology.**

The study of Chemistry offers the student an opportunity to attain knowledge of the mechanics of Chemistry, to understand the structure of matter; to study elementary formulas and compounds and to learn the practice of laboratory technique. Specific outcomes of the course establish better habits of accuracy, concentration, and progress in scientific thinking. **This class has a strong math emphasis. Students will be required to have a scientific calculator.**

### **PHYSICS**

**Grades 10, 11, 12** **7 Periods Weekly**  
**Yearlong** **1 Credit**

**Fee: \$5.00**

**Prerequisite: 1 credit earned in both Algebra II and Geometry**

This course is designed for college bound students who wish to acquire a working knowledge of the mechanics of physics. Topics covered are mechanics of motion, electromagnetism and wave theory. Laboratory activities are required and basic to successful completion of course work. Students will be required to purchase materials for this class.

**Students will be required to have a scientific calculator.**

### **SCIENCE ELECTIVES**

Please see the Career and Technical Education, CCP or AP sections for additional science electives. Please contact a school counselor or science teacher for further information.

## SOCIAL STUDIES

Students will be required to take World Studies 1750 - Present, United States from 1877 - Present, and Government as the Social Studies courses required for graduation.

### US STUDIES 1877 - PRESENT

**Post Reconstruction through the 20th Century**  
**Grade 10** **1 Period Daily**  
**Yearlong** **1 Credit**  
*State assessments required upon completion of course sequence.*

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### US STUDIES 1877 - PRESENT (Honors)

**Post Reconstruction through the 20th Century**  
**Grade 10** **1 Period Daily**  
**Yearlong** **1 Credit**  
*State assessments required upon completion of course sequence.*

This rigorous course is designed to challenge the student who has successfully completed their 8<sup>th</sup> grade Honors course with a "B" or better final grade. This study will incorporate each of the seven Social Studies standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods.

### WORLD STUDIES

**Grade 9** **1 Period Daily**  
**Yearlong** **1 Credit**

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led

to the independence movement and the effects of global interdependence. The catalysts of

historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### AMERICAN GOVERNMENT

**Grade 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**  
*State assessments required upon completion of course sequence.*

The student will study the American system of government. Topics include elections, voting, branches of government, political socialization, state and local government, Federalism and the US Constitution. This course will also discuss how the American government interacts with the US economy and the subsequent role of citizens within that system.

## SOCIAL STUDIES ELECTIVES

### **INTEGRATED SOCIAL STUDIES**

**Grades 10, 11, 12**

**1 Period Daily**

**Semester**

**½ Credit**

This course is highly recommended for students who will need to retake an Ohio end-of-course assessment in US History in order to graduate. The course will emphasize the concepts and skills of these courses as well as successful test-taking strategies. Practical simulated tests will also be administered. This course is a social studies elective and will not count toward the credits required in social studies to graduate.

### **EARLY AFRICAN AMERICAN STUDIES**

**Grades 10, 11, 12**

**1 Period Daily**

**Semester**

**½ Credit**

In this course, students will explore African-American history beginning with the great kingdoms of Ancient Africa, with an emphasis on West African civilizations. Subsequently, students will undertake a comprehensive study of the African Diaspora from the perspective of Africans and their descendants. Students will also examine African-American resistance to historical oppression, with an emphasis on resistance to slavery. Finally, students will trace the development of the early U.S. republic from the African-American perspective, followed by the sectional differences that resulted in the Civil War, and the critical role of African Americans in the Union victory.

### **MODERN AFRICAN AMERICAN STUDIES**

**Grades 10, 11, 12**

**1 Period Daily**

**Semester**

**½ Credit**

In this course, students will analyze the modern African-American experience through an Afrocentric perspective with emphasis on the ongoing struggle for liberation from historic means of oppression. Beginning with the Reconstruction Period following the Civil War, students will analyze the role of African Americans in forging a new interpretation of the U.S. Constitution. Then students will study resistance to systemic forms of racial oppression in the South during the second half of the 19<sup>th</sup> century, followed by the spread of African-American culture throughout the country

during the Great Migration and Harlem Renaissance. Students will then analyze 20<sup>th</sup> century leaders, social movements, and organizations with an emphasis on African-American achievement and liberation. Finally, students will discuss and debate current issues facing the African-American community.

### **PERSPECTIVES FOR A DIVERSE AMERICA**

**Grades 10, 11, 12**

**1 Period Daily**

**Semester**

**½ Credit**

This is an elective course for students who seek to explore the past and present social issues through the use of literature, drama, music, art and other forms of media. Students must be willing to participate in discussions revolving around topics, non-fiction and fiction readings that will be required for the course. Students will read, discuss and write for the purpose of understanding and dealing with the impact of social issues on their lives and those of their peers. Topics will include but not be limited to Martin Luther King, Jim Crow, racism, discrimination, gender inequality, and hate crimes. Through these activities, students will learn tolerance and be able to express themselves respectfully and responsibly. Journals will be maintained throughout this course.

### **SOCIOLOGY**

**Grades 10, 11, 12**

**1 Period Daily**

**Semester**

**½ Credit**

The student will study group and individual behavior, personal development, social organization, social institutions, and social change. The course involves individual and small group activities, small- and large-group discussion, and outside readings.

### **PSYCHOLOGY I**

**Grade 10, 11, 12**

**1 Period Daily**

**Semester**

**½ Credit**

Psychology I is meant to introduce students to the major concepts in Psychology. This course begins with the historical development of Psychology as a Social Science. Students will also learn about the major topics of theories of learning and memory, personality, and the effects of heredity and environment on human behavior. This course

will expose students to psychology content while offering support of the high school teacher prior to taking the course in college.

**PSYCHOLOGY II**

**Grade 11, 12**

**1 Period Daily**

**Semester**

**½ Credit**

**Prerequisites: Must have completed**

**Psychology I with a grade of at least a C**

Psychology II is a more advanced course for students who have mastered the content of Psychology I and would like to explore the field further. Some of the topics that were introduced in the Psychology I course will be explored in greater depth in Psychology II.

Topics include principles of learning, processes of thinking, development of personality, measurement of intellectual ability and the study of heredity and environment. New topics introduced include psychological statistics, testing, developmental psychology, abnormal psychology and psychology career paths.

## WORLD LANGUAGE

Students will be required to purchase a workbook for the classes listed below. Fees for each course will reflect the cost of the workbook.

### SPANISH I

**Grades 8, 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: minimum of 220 on most recent MAP reading test or 616 on iReady**

Spanish I introduces the student to the pronunciation and basic grammar structures of the Spanish language. This introduction enables the student to develop a foundation in the four basic skills: listening, speaking, reading, and writing. Discussion of the history, geography, and culture of the Hispanic people is also an important element of this course.

### SPANISH II

**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: Spanish I (C or higher)**

At the second level, the reading, writing, listening, and speaking skills of Spanish I are expanded. Emphasis is placed on increasing vocabulary, grammar, and dealing with varied travel, cultural and conversational situations.

### SPANISH III

**Grades 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: Spanish II (C or higher)**

The students further their knowledge of the four basic language skills with emphasis on conversation, reading and writing. Short stories, a novelette and selected readings offer the students opportunities to increase their understanding of the Spanish language. A thorough study of grammar is an essential part of the course. Also included are studies of geography, culture, foods, animals, and other useful vocabulary.

### SPANISH IV

**Grade 11, 12**                                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: Spanish III (C or higher)** The material includes works of outstanding writers from the twelfth century to the present. Included are fables, short stories, poems, essays, letters, novels, plays and periodicals. Also included are units on food, Hispanics in the U.S., politics, art, religion, roles of men and women today, children's stories, and highlights of Spanish culture. Emphasis is

placed on conversation, composition, reading, and analysis of literature. **Classes with small enrollment may be dropped or combined with Spanish III.**

### AMERICAN SIGN LANGUAGE (ASL) I

**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

Students will be introduced to communicative proficiency skills in ASL, the language of the Deaf Community. The course will focus on frequently used signs, questions, commands and other simple sentence structures. Students will begin to explore the Deaf Community and culture. Emphasis will be placed on conversational, receptive and expressive skills.

### AMERICAN SIGN LANGUAGE (ASL) II

**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: ASL I (C or higher)**

Students will continue development of the communicative proficiency skills established in level 1. Expressive and receptive skills will be emphasized as well as increased awareness of Deaf Culture. Increased focus on comprehension and production of grammatical features will be addressed.

### AMERICAN SIGN LANGUAGE (ASL) III

**Grades 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: ASL II (C or higher)**

Students will further their knowledge and continue development of expressive and receptive skills. Increased awareness of deaf culture and comparisons to other cultures will be a main topic of study. Continued focus on comprehension and production of complex grammatical features.

### AMERICAN SIGN LANGUAGE (ASL) IV

**Grades 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: ASL III (C or higher)**

Students will expand their higher level conversational skills, their understanding of Deaf culture and manual/non-manual aspects of ASL. Taking this course after ASL I, II, and III will complete the ASL Pathway.

## 2023 - 2024 BEDFORD CITY SCHOOLS COURSE SELECTION

All students must be enrolled in a minimum of five and a quarter (5-1/4) credits

<b><u>ENGLISH</u></b>		Biology	1.00	<b><u>CAREER READINESS</u></b>	
Integrated Reading	.50	Anatomy/Physiology	.50	<b><u>PATHWAYS (CTE)</u></b>	
Reading Improvement	.50	Biochem/Cell Biology	.50	Marketing Applications	1.00
Language Arts Intervention	.50	Honors Chemistry	1.00	Digital Marketing	1.00
English I	1.00	Chemistry	1.00	Merchandising & Buying	1.00
Honors English I	1.00	Physics	1.00	Strategic Entrepreneurship	1.00
English II	1.00			Foundations of Education & Teaching	1.00
Honors English II	1.00	<b><u>WORLD LANGUAGE</u></b>		Education Principles	1.00
English III	1.00	Spanish I	1.00	Child and Adolescent Development	1.00
Honors English III	1.00	Spanish II	1.00	Curriculum & Instruction for Teaching Professions	1.00
English IV	1.00	Spanish III	1.00		
Literacy for English Learners	1.00	Spanish IV	1.00		
Acting	.50	American Sign Language (ASL) I	1.00	<b><u>CAREER READINESS ELECTIVES</u></b>	
Song of My People	.50	American Sign Language (ASL) II	1.00	Employability in the Marketplace	.50
Speech & Debate	.50	American Sign Language (ASL) III	1.00	Computer Applications	.50
Writing for Publication	.50	American Sign Language (ASL) IV	1.00	Personal Financial Management	.50
				Professional Work Experience	2.00
<b><u>SOCIAL STUDIES</u></b>		<b><u>ART</u></b>		Microsoft Office Capstone	1.00
World Studies	1.00	Art I	1.00	Introduction to Teaching	.50
U.S. Studies	1.00	Art II	1.00	Introduction to Auto Care	.50
Honors U.S. Studies	1.00	Art III	1.00	Introduction to Cybersecurity	.50
Integrated Social Studies	.50	Art IV	2.00	Pre-Engineering Technology	.50
Early African American Studies	.50	Wearable Design I	.50	Business Foundations	.50
Modern African American Studies	.50	Wearable Design II	.50	Legal Environment of Business	1.00
American Government	1.00	Jewelry	.50		
Sociology	.50	Ceramics	.50		
Economics	.50	Digital Photography I	.50	<b><u>CAPSTONE COURSES</u></b>	
Perspectives for Diverse America	.50	Digital Photography II	.50	Business Capstone	.50
Psychology I	.50			Microsoft Office Capstone	1.00
Psychology II	.50	<b><u>MUSIC</u></b>			
		March/Symph/Con.	1.00	<b><u>COLLEGE CREDIT PLUS (CCP)</u></b>	
<b><u>MATHEMATICS</u></b>		March/Wind Ens.	1.00	HST1510 US I to 1877	1.00
Integrated Math	.50	Flag Corps.	.25	HST1520 US II since 1877	1.00
Math Intervention	.50	Orchestra	1.00	BIO1060 Env, Eco, Evo	1.00
Algebra I	1.00	Mixed Chorus	1.00	BIO1050 Human Biology	1.00
Intensified Algebra	1.00	A Cappella Choir	1.00	ENG1010 College Composition I	1.00
Algebra II	1.00	Madrigal	1.00	ENG1020 College Composition II	1.00
Honors Algebra II	1.00	Music Fund/Theory	1.00	ENG255 Intro to Fiction	1.00
Geometry	1.00	Music Appreciation	.50	ENG257 Intro to Poetry	1.00
Honors Geometry	1.00	Music Technology	.50		
Probability/Data Analysis	.50			<b><u>ADVANCED PLACEMENT (AP)</u></b>	
Data Science Foundations	1.00	<b><u>PHYSICAL ED/HEALTH</u></b>		AP English Language	1.00
Financial Algebra	1.00	Freshmen Phys. Ed.	.50	AP English Literature	1.00
Math Modeling & Reasoning	1.00	Physical Education	.25	AP American History	1.00
Pre-Calculus	1.00	Modified PE	.50	AP World History	1.00
Calculus	1.00	Lifetime Fitness (female)	.25	AP Government & Politics	1.00
		Lifetime Fitness (male)	.25	AP Statistics	1.00
<b><u>SCIENCE</u></b>		Health	.50	AP Calculus AB	1.00
Physical Science	1.00	Nutrition & Wellness	.50	AP Chemistry	1.00
Earth Science	1.00	Introduction to Dance	.50	AP Physics	1.00
Integrated Science	.50	Comprehensive Dance	.50	AP Computer Science Principles	1.00
Science in Society	1.00			AP Computer Science A	1.00
Honors Biology	1.00				

**JOB READINESS & TRANSITION**

**SKILLS**

Career Exploration	.50
Job Readiness Skills 1	1.00
Job Readiness Skills 2	1.00
Independent Living	1.00
Independent Personal Finance	1.00
Transition Skills	1.00

**MISCELLANEOUS ELECTIVES**

Freshman Concepts	1.00
Cadet Core I	1.00
Cadet Core II	1.00
Cadet Core III	1.00
Cadet Core IV	1.00
Service Learning Seminar	.50
Introduction to Teaching	.50
Students of Promise	NC

**FAMILY & CONSUMER SCIENCE**

College & Career Readiness	.50
Cooking/Culinary Fundamentals	.50